BCG

Illinois State Board of Education
Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Illinois report cards

Advisory Committee Meeting - APPENDIX

April 8, 2011

THE BOSTON CONSULTING GROUP

Appendix

- Project design and approach supporting slides
- Guiding questions' link to ISBE goals
- Report Card Advisory Committee first meeting notes
- Preliminary metric benchmarking
- Current IL school evaluation vehicles
- Benchmarking report card examples

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External benchmarks will inform report card development throughout first two phases of project

Benchmarking plan

States	Cities
Ohio Department of Education	Los Angeles Unified School District
South Carolina State Department of Education	NYC Department of Education
cde Improving Academic Achievement	Chicago Public Schools CPS
Mass.Gov	Dallas Independent School District
Maryland State Department of Education Achievement Matters Most	Seattle Public Schools
Education First NC School Report Cards	Denver Public Schools Denver Colorado
California Department of Education	
Florida Department of Education	

Development	Refinement and validation	Legislation preparation
Benchmark broad set of state/ city report cards to understand: • What are the categories? • What are the metrics? • What is performance compared against? (district, state, peer schools, district or school-specific goals, etc) • Is there a school score communicated? If yes, how? – If not, how is holistic performance communicated? • What are the differences/ similarities between school and district report cards? • How dynamic is the report card? • How accessible is the report card?	**Deep-dive on specific state/city report cards to:** • Compare calculation rubric options • Compare key design choices **Leverage report card language to gather communication/ messaging preferences in focus groups with teachers, principals, parents**	• *N/A*

Note: Benchmark states/ cities selected based on previous BCG experience and committees' interests; will build broader set of benchmarks to ensure comprehensiveness.

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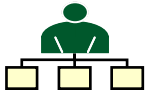
A collaborative approach to be followed over next six months to develop the report cards

Stakeholder engagement plan

	Development	Refinement and validation	Legislation preparation
Teachers Principals/ Schools Students Parents  District /State Leadership	• Input from representative members in the Advisory and Steering Committee • 1-1 or small group discussions with Advisory and Steering Committee members	• Input from representative members in the Advisory and Steering Committee • Focus groups with parents, teachers, principals • Survey of parents, teachers and principals	• Input from representative members in the Advisory and Steering Committee
P-20 Council	• Input from representative members in the Advisory and Steering Committee • 1-1 or small group discussions with some P-20 council members, as needed and feasible	• Presentation and feedback gathering on near final version in July session of P-20 council	• Web conference and final round of inputs before legislation

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Team governance structure established for decision-making and broad involvement of key stakeholders

- Overall leadership on project

P-20 Council

- Provide strategic and tactical direction; take key decisions
- Overall responsibility for BCG support
- Remove roadblocks

Steering committee

Max McGee[1]	Marin Gjaja
Darren Reisberg	Nneka Rimmer
Robin Steans[1]	Michelle Russell
Larry Frank	
Dan Harris	
Michael Jacoby	
Melissa Mitchell	
Amy Nowell	
Kathy Ryg	
Harvey Smith	
Deb Strauss	
Rich Voltz	

- Manage day-to-day activities
- Control progress and results
- Synthesize findings
- Conduct data gathering and analysis
- Conduct interviews and focus groups with key stakeholders
- Identify and raise roadblocks

Project team

Ben Boer[1] (Advance IL)	Shalini Unnikrishnan
Dan Brown[1] (ISBE)	Colleen Donovan[2]
Steve Pearson (Advance IL)	

Advisory committee

IEA/CEC
IFT
IPA
LUDA
Voices[3]
PTA
Fed. Of Cmty Schools
IASA
IASB
IASBO
ISAC
IBHE
IBHE
ICCB
Early Learning Council[4]
Civic Committee
Boeing[5]
IBRT
IIRC
P-20 University Leader
ISBE
Advance Illinois
CPS
CTU
Stand for Children
IMSA/P20 Council
ROE 20
ROE
Ed-Red
LEND/SCOPE
Illinois Resource Center
P20 Council
Legislative Staff
TARGET AreaDevCorp

1. Leadership team members. 2. Composition of team may vary over time; 3. P-20 Family & Community Outreach; 4. P-20 Early Learning Rep; 5. P20 Business Leader

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Governance groups to be engaged for decision making routinely

Development → **Refinement and validation** → **Legislation preparation**

	April	May	June	July	August	Sept	Oct
Steering Committee	**April 4**	To be scheduled every 2-3 weeks					
Advisory Committee	**April 8**	**2nd week -**to be scheduled		**2nd week-** to be scheduled	**4th week -**to be scheduled		
For discussion	Vision, approach, workplan, preliminary view on categories of metrics	Alpha version of report card with metrics	Iterations on alpha version Refined version of metrics and calculation rubrics	Beta version of report card including input from focus groups and surveys	Legislation version of report card for review	*Preparation of legislation*	
Decisions sought from Steering Committee	Agreement on work plan, approach Categories of metrics ***We are here***	Prioritization of metrics	Agreement on report card version to be tested in focus groups	Agreement on version to be shared with P-20 council	Report card and calculation rubrics finalized	Implementation plan	
		P-20 Council meeting *(April 27)*		**P-20 Council meeting *(July 20)***	**ISBE meeting *(Aug 18)***	**P-20 Council meeting *(suggested webinar)***	**Legislature**

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Guiding questions consistent with ISBE goals

Guiding questions

1. **Are students achieving quality <u>outcomes</u>?**
2. **Are students making <u>progress</u> toward quality outcomes?**
3. **Is the school/ district <u>climate</u> conducive to enabling quality outcomes and progress?**
4. **Is the school/ district <u>resourced</u> to enable quality outcomes and progress?**

<u>ISBE GOALS</u>

- *Every student will demonstrate **academic achievement*** (2) *and be **prepared*** (2) *for **success*** (1) *after high school*
- *Every student will be **supported*** (3) *by **highly prepared*** (4) *and **effective teachers and school leaders*** (2)
- *Every school will offer a **safe and healthy learning environment*** (3) *for all students*

Source: ISBE progress report June 2010; P-20 first annual report (Feb 2011).

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In first meeting, Advisory Committee reviewed report card vision and 4 objectives (I)

Vision

"Provide information that can be used by parents, teachers, policymakers, taxpayers, researchers, and students to make changes at a local level to improve teaching and learning"

4 objectives

1. Develop a list of indicators to add, remove, or amend
2. Recommend methodology to calculate new or complicated measures
3. Craft guidelines for communication and release of report card each year
4. Make design suggestions to make the report more user-friendly

Source: Illinois P-20 Council Advisory Committee on School Report Card 2/15/2011 meeting minutes.

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Advisory Committee discussed key report card design considerations (II)

	Design considerations
Lay-out	• 1-2 page summary at front, aimed at parents, with more extensive back section • Explain what numbers mean and what they should/ should not be used for
Data communication	• Display numbers as 'below,' 'at,' 'above' grade level • Use average scale scores with a confidence interval and caveat about test score reliability • Show growth over years instead of meets/ exceeds • Determine whether data can be organized to 'tell a story' about persistence in the school (e.g. via graduation rates of elementary, middle school alumni
Data sources	• Use internally consistent measures to track year to year change • Share local measures and ISAT scores
Comparisons	• Include comparisons to similar schools, regions so best practices and ideas can be exchanged • Online version of report to facilitate comparisons[1]

1. Need to think through whether/ how to coordinate with the Illinois Interactive Report Card.
Source: Illinois P-20 Council Advisory Committee on School Report Card 2/15/2011 meeting minutes.

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Advisory Committee discussed potential metric changes and additions – in context of current IL Report Card categories (III)

Metric changes and additions

Academic performance

- Graduation rates[1]
- College readiness
- Post-secondary matriculation rates
- Post-secondary remediation rates
- Student growth
- Kindergarten readiness
- Freshman on-track rate
- High school readiness (e.g. 8th graders taking/ passing Algebra I)
- Graduation rates of elementary, middle school alumni
- AP taking/ passing rate
- IB/ dual credit taking rate
- ACT performance (average; % who earn 'college ready score')
- NAEP performance
- WorkKeys performance
- College-ready course completion (students who took x years of math, sci, etc)
- Course-taking info related to test performance (e.g. % who took Algebra II before ACT)

Instructional setting

- Average class size (instead of pupil: teacher ratio)
- Staff by type
- Teachers by certification level
- Teacher evaluation metric breakdown
- Teacher attendance
- Teacher turnover
- Instructional time dedicated to core subjects

Student information

- Mobility
- Attendance (not truancy)
- Demographics
- Enrollment

District finances

- Per pupil instructional expenditure[2]
- Per pupil operational expenditure[2]

Additions

- Parent involvement & parent survey[3]
- School safety, climate, & learning conditions [3]
- Narrative of school improvement plans

1. Using new federally approved measure. 2.Discussed potential for other finance-related items to be placed not on "one pager," but in full report: EAV per pupil over time; school tax rate over time; education fund spending broken down by administration, instructional delivery, etc; average teacher and administrator salary/benefits; special education spending, revenue by source, breakdown of General State Aid; interest in reporting other school expenditures as 3 yr averages to account for capital spending hikes; interest in relating staffing changes to enrollment changes. 3. Did not discuss in depth.

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Report card categories
- Report card metrics

Preliminary metric benchmarking – states (I)

Guiding ?	Colorado	Florida	Maryland
Outcomes	**Post-secondary/ workforce readiness** • Graduation rate • Dropout rate	*N/A*	**Graduation** • Adjusted cohort graduation rate[1] , dropout rate • Post-secondary decisions
Progress	**Post-secondary/ workforce readiness** • Colorado ACT composite **Academic achievement** (by subject) • % proficient /advanced on state tests **Academic growth/ gaps** (by subject) • Median growth percentile • Median adequate growth percentile • Median adequate growth • Growth metrics above by subgroup	**School report card** • % students at/ above grade level (math/ reading) • % students making a year of progress (math/ reading) • % struggling students making year of progress (math/ reading) • % of students meeting state standards – writing, science • % of 11th/12th graders passing FCAT math/ rdg. retake **School efficiency indicator** • Learning gains (low, medium, high) **AYP status** • Did the school make AYP?, % of criteria met • % proficient for math and reading by subgroup **NCLB status** • Whether student subgroups need improvement in reading, math, writing	**Assessments** • % students proficient or advanced on state tests (Algebra, English, Science) • HS Assessment test participation and performance – by grade and subject • AP performance / SAT performance **Adequate yearly progress** • Attendance and graduation rate – met/not • % proficient for math, reading by subgroup **Graduation** • Promotion rate by grade
Climate	*N/A*	*N/A*	*N/A*
Resources		**School efficiency indicator** • Per pupil expenditure (low, medium, high)	
School / District "Facts"	*N/A*	**School grades** • % free and reduced lunch • Minority rate	**School overview** • Attendance rate • Teacher qualifications: % by certificate type; % classes not taught by highly qualified teachers **Demographics** • Enrollment and attendance rate by subgroup • Student mobility by subgroup
Other	**Plan type** • Assigned plan and summary ratings by performance indicator **Test participation** • % students tested by subject, ACT		

1. 3-year, 4-year, 5-year.
Note: Based on HS report card "one pagers" or equivalents.

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Report card categories
- Report card metrics

Preliminary metric benchmarking – states (II)

Guiding ?	North Carolina	Ohio	South Carolina
Outcomes	*N/A*	**State indicators** • Graduation rate (overall, by subgroup)	**Student performance** • On-time graduation – #of students; #of diplomas; rate **School profile – students** • Dropout rate
Progress	**High student performance** • % students scoring at/ above grade level on ABCs end-of-grade tests (subject, subgroup) • 3 yr trend of % students scoring at/ above grade level on ABCs end-of-grade tests **High student performance** • Growth (learning achieved in 1 yr) – high, expected, expected not met **High student performance** • AYP status, number of targets met	**State indicators** (by subject/ grade) • % students proficient / adv. on state tests • State test performance over time **Performance index calculation** • % students in performance levels **Value-added measure** • Score (above, met, below) **Adequate yearly progress** • Attendance and graduation rate – met/not • % proficient in math/ reading by subgroup • AYP determination by subgroup	**Student performance** • HS Assessment program exam passage rate (by number of subtests and by spring 2010) • NAEP performance (8th grade) – for SC and nation • End-of-course tests: % of students scoring >=70 on 4 tests **School performance** • AYP status • NCLB improvement status
Climate	**Safe, orderly, caring schools** • # acts of crime/ violence per 100 students[1] • # students per internet-connected computer	*N/A*	**Evaluation results** (teachers, students, parents) • % satisfied with learning environment • % satisfied with social and physical environment • % satisfied with school-home relations
School/ District "Facts"	**School profile** • Enrollment • Average class size • Attendance **Quality teachers/ administrators** • % teachers with full licenses, adv. degrees • # school staff w/ National Board Certification • % of classes taught by HQ teachers • Years of teaching experience • Teacher turnover rate	**State/ federally required info** • % students in each performance level by subgroup • Enrollment • Student demographics • % teachers with at least a Bachelor's/ Master's Degree • % core academic subject classes by various certificate types	**School profile – students[2]** • Enrollment, retention rate, attendance rate • Eligible for gifted and talented • With disabilities other than speech **School profile – teachers[2]** • Teachers with advanced degrees • Teachers with emergency/ provisional credentials **School profile – school[2]** • Principal's years at school • Student-teacher ratio • % of AYP objectives met
Other	**High student performance** • School designation based on performance and growth (learning achieved in 1 yr)	**School's designation** • Combination of 4 measures (state indicators, performance index, AYP, value-added)	**School performance** • Absolute rating; Growth rating • Palmetto Gold and Silver award • Absolute ratings of schools with students like ours

1. Reported. 2. Only a subset of metrics – see additional metrics in supporting slides.
Note: Based on HS report card "one pagers" or equivalents.

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Report card categories
- Report card metrics

Preliminary metric benchmarking – cities (I)

Guiding ?	Chicago	Dallas	Denver
Outcomes	**Student outcomes** • % Freshman graduates w/in 5 yrs, 1 yr dropout rate • % graduates enrolled in college • % graduates not attending college employed	**Student achievement** • % graduates enrolled in post-secondary education **On track** • % students graduate in four years	**Post-secondary readiness growth[3]** **Post-secondary readiness status[3]**
Progress	**School performance detail** • % of students meeting/ exceeding state standards (by subject) **Academic progress** • % students meet/ exceed PSAE state standards • % students exceeding PSAE state standards • % students making expected gains • % students enrolled in AP classes • % students scoring 3+ on AP exams • Average ACT score • % students scoring 20 or higher on ACT • % freshman on-track to graduate	**Student achievement** • % students who met min standard (by subject) • % students with commended perform. (by subject) • % graduates who have taken either SAT/ ACT • % examinees with college-ready SAT/ACT score • % students who took AP test, scoring 3, 4, 5 • % students completing at least 1 TEA advanced or dual-enrollment course • % district's advanced curriculum offered **Student growth** • % students who made expected gains • School effectiveness index[2] **On track** • % freshman on track for graduation	**Student progress over time – growth[3]** **Student achievement level – status[3]**
Climate	**Student connection / Parent engagement** • Survey response rates to statements[1]	**Learning environment** • Parent/ student survey response rates to statements[1]	**Student engagement** • Satisfaction **Parent satisfaction**
School/ District "Facts"	**Student connection** • Average daily attendance rate	**School overview** • Enrollment/ demographics • Overview (narrative); feeder schools; awards; after/ before school programs; partnerships **On track** • % students present at least 90% of time **Teachers** • Teacher attendance rate; % retained from previous yr.	**Student engagement** • Attendance rate • Center-based program offerings • Engagement centers **Re-enrollment** **Demographics**
Other	**School performance summary** • Overall 2010 performance; improvement over time **School performance rating** • Performance rating (excellent, good, low academic) • Status (not on probation, on probation, N/A)	**School overview** • Accountability rating	**SPF rating / accreditation** • Based on category sub-scores

1. See supporting slides for statements. 2. Measure of school proficiency, which isolates impact teachers have on student achievement, controlling for social and demographic factors. 3. Summary reports % of points earned and stoplight indicator for each category; detailed report includes % of points earned by metric (see sample scorecard).
Note: Based on HS report card "one pagers" or equivalents.

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Report card categories
- Report card metrics

Preliminary metric benchmarking – cities (II)

Guiding ?	Seattle	Los Angeles	New York City
Outcomes	**Academic growth & student outcomes** • % students graduating in <=4 yrs, <= 6 yrs • % grads prepared for 4 yr college • % grads enrolling in higher education w/in 1 yr • % students with advanced career prep	**Readiness** • % 9th graders graduating in 4 yrs	**Student performance** • Graduation rate (4 yr / 6 yr) • Weighted diploma rate (4 yr / 6 yr)
Progress	**Academic growth & student outcomes** • % 10th graders proficient on state tests (by subject) • % 10th gr. making gains on state tests (by subject) • % proficient on state tests by subgroup (by subject) • % grads taking AP/IB course during high school • % test-takers passing AP/IB test during high school • First-time/ repeat 9th graders earning suff. credit • % students taking SAT/ ACT tests • % students scoring above average on SAT/ ACT **Accountability & School performance** • AYP status, % of AYP criteria met	**Progress** • % students scoring proficient/ adv.on state tests • % students passing state exit exam in 10th grade • Academic growth over time • % students who took SAT/ ACT • % students scoring >=1400 on SAT, 19 on ACT **Readiness** • % 9th graders still working toward diploma **Student groups** • % students scoring proficient/ advanced on state tests by subgroup (ELA, math) • % English learners scoring proficient on CELDT/ ELA state test, passing ELA classes w/ "C"+ **Learn more – AYP status** • AYP status, # of AYP criteria met, PI status	**Closing achievement gap credits** • Exemplary proficiency gains by subgroup **Student progress** • Weighted regents pass rate (by subject) • % students earning 10+ credits in 1st / 2nd/ 3rd yr • % students in school's lowest 1/3 earning 10+ credits in 1st/ 2nd/ 3rd yr **Grade** • AYP status
Climate	**Student/ family/ staff climate & engagement** • Survey response rate to statements[1] **School demographics** (% by subgroup)	**Learning environment** • Student/ parent survey response rate to statements[1]	**School environment** (survey responses) • Acad. expectations; Communications; Engagement; Safety and respect
Resources	**School profile** • Budget report		
School/ District "Facts"	**Student climate & engagement** • Students with <10 absences per yr **School profile** • Student enrollment, number of teachers/ other staff • Average class size, daily attendance • Mission statement, goals, description, plan to achieve goals	**Learning environment** • % students suspended 1 or more times • % teachers at school for at least 3 yrs • % staff/ students with 96% or higher attendance • % courses taught by NCLB HQ teacher **Learn more** • Enrollment, demographics	**School environment** • Attendance
Other	**Accountability and school performance** • Seattle Public Schools segmentation level	**Progress** • API score	**Grade** • School grade and 'what grade means' • Category-specific grade summary • Peer index

1. See supporting slides for statements.
Note: Based on HS report card "one pagers" or equivalents.

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Preliminary metric benchmarking

Metrics continued, when applicable (I)

Report card categories
- Report card metrics

Guiding ?	South Carolina	Chicago	Dallas
Climate		**Student connection** (survey responses) • Students reporting: –Participation in extracurricular activities –Adequate/excellent levels of safety –Adequate/excellent levels of acad. rigor –Adequate or excellent levels of support from teachers and staff at school –Adequate or excellent levels of social-emotional learning among peers **Parent engagement** (survey responses) • Parents reporting satisfaction with: –School –Opportunity for involvement at school	**Learning environment - parents** • Parent response rate • Parents are satisfied with quality of education • Parents believe school has welcoming environment • School informs parents about child's grades and learning process throughout yr • Schools responds to concerns in timely manner **Learning environment - students** • Student response rate • Students feel safe when on campus • Students given homework from teachers • Students feel challenged with coursework • Students believe courses are relevant to future • Students encouraged to use what they learn in daily life • Students participate in sports/ athletics • Students participate in arts, music clubs, student council
Resources	**School profile - school** • $ spent per pupil • % of expenditures for instruction/ salaries		
School/ District "Facts"	**School profile - students** • Older than usual for grade • Out-of-school suspensions • Enrollment/success in AP/IB • Eligible for LIFE scholarship • Career/ Tech: enrollment; tech skill attainment • SACS accreditation **School profile - teachers** • Teachers attendance, returning from prev yr • Average teacher salary • Classes not taught by HQ teachers • Professional development days **School profile - school** • Prime instructional time • Opportunities in the arts • Parents attending conferences • Character development program • Principal & school improvement council report		

Note: Based on HS report card "one pagers" or equivalents.

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Preliminary metric benchmarking

Metrics continued, when applicable (II)

Report card categories
- Report card metrics

Guiding ?	Los Angeles	Seattle
Progress	**Readiness** • % graduates passing all A-G courses • % students on track to pass all A-G req'ts • % students moving 9th to 10th/ 10th to 11th grade • % students taking at least 1 AP course • % students in AP passing with "C" or better • # unique AP subject courses offered	
Climate	**Learning environment - students** (survey response rate) • What we are learning takes a lot of thinking • Adults at this school know my name • My school is clean • I feel safe on school grounds • Highest level of education students plan to complete **Learning environment – parents** (survey response rate) • I feel welcome to participate at school • The school offers me opportunities to participate in councils, parent organizations • I talk with the teacher about my child's schoolwork • My child is safe on school grounds **Learning environment – staff** (survey response rate) • I get the help I need to communicate with parents • I am proud of this school • My school is clean • I feel safe on school grounds	**Student climate & engagement** (survey response rate) • Students feeling positive about school environment • Students feeling positive about instructional quality **Family/staff climate & engagement** (survey response rate) • Staff feeling positive about school leadership • Families feeling positive about professional culture • Families feeling positive about family engagement • Families satisfied with quality of school

Note: Based on HS report card "one pagers" or equivalents.

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Illinois Report Card (1 of 4)

Students, instructional setting, school district finances

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	63.2	25.7	2.8	3.9	0.2	4.2	34.0	0.3	10.1	0.3	2.0	21.6	91.7	1,509
District	50.6	37.3	1.8	1.8	0.3	8.1	65.5	0.2	18.4	2.0	4.2	26.9	92.0	14,543
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1	3.8	3.6	13.0	93.9	2,064,312

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.
IEP Students are those students eligible to receive special education services.
Limited-English-proficient students are those students eligible for transitional bilingual programs.
Mobility rate is based on the number of times students enroll in or leave a school during the school year.
Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	96.0
District	93.5
State	96.2

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	15.7	17.4	11.3	129.3
State	18.2	18.2	13.3	203.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										23.3
District										15.2
State										19.7

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	90.5	8.3	0.7	0.5	0.0	18.7	81.3	1,105
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

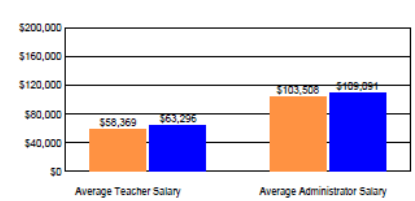
TEACHER INFORMATION (Continued)

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.4	54.2	45.7	0.5	1.3
State	12.7	42.2	57.4	0.5	0.7

Some teacher/administrator data are not collected at the school level.

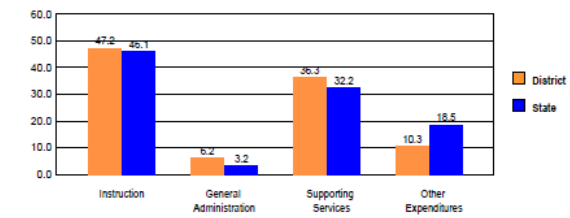
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2008-09 (Percentages)



REVENUE BY SOURCE 2008-09

	District	District %	State %
Local Property Taxes	$84,337,053	48.3	58.4
Other Local Funding	$12,994,741	7.4	6.9
General State Aid	$24,160,375	13.8	14.5
Other State Funding	$22,094,648	12.6	8.3
Federal Funding	$31,112,394	17.8	11.9
TOTAL	$174,699,211		

EXPENDITURE BY FUND 2008-09

	District	District %	State %
Education	$137,666,846	76.9	69.6
Operations & Maintenance	$13,264,752	7.4	7.9
Transportation	$9,060,035	5.1	3.8
Debt Service	$7,508,884	4.2	7.0
Tort	$4,857,912	2.7	1.2
Municipal Retirement/ Social Security	$4,573,405	2.6	1.8
Fire Prevention & Safety	$1,722,046	1.0	0.8
Site & Construction/ Capital Improvement	$368,278	0.2	7.9
TOTAL	$179,022,158		

OTHER FINANCIAL INDICATORS

	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per $100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	$134,287	4.67	$6,215	$11,578
State	**	**	$6,483	$11,197

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

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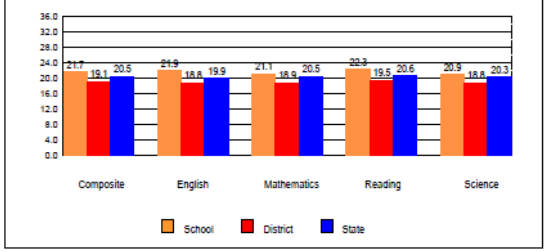
Illinois Report Card (2 of 4)

Academic performance: ACTs, graduation, all state tests, PSAE, IAA

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2010 *



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

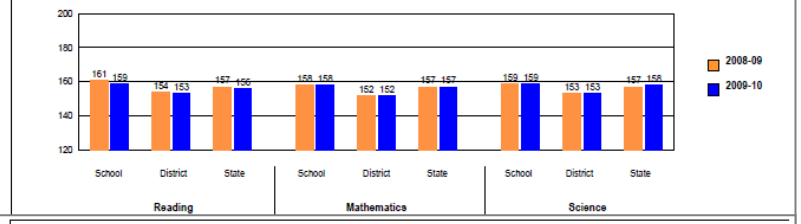
HIGH SCHOOL GRADUATION RATE

		Gender		Race / Ethnicity									
	All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disad-vantaged
School	93.0	87.6	98.3	94.8	87.2	100.0	100.0	0.0	100.0			61.5	87.7
District	87.8	83.9	91.8	90.5	82.8	94.1	100.0	66.7	82.4			70.8	84.2
State	87.8	87.3	88.4	93.3	78.0	79.4	95.0	86.0	89.5			78.2	79.3

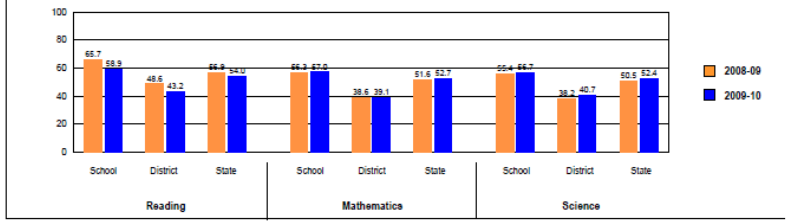
PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



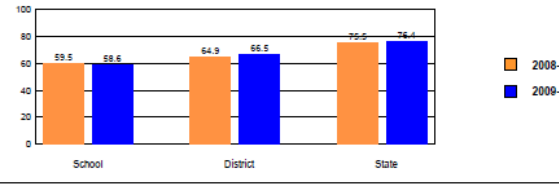
PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



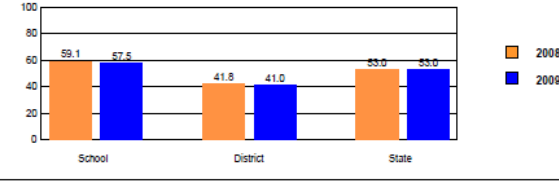
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learn Standards for your school, district, and the state. They respresent your school's performance in reading, mathematics, science.

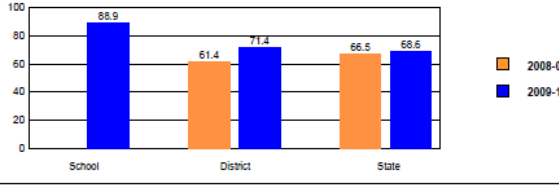
OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE



IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

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Illinois Report Card (3 of 4)

Performance on state assessments: across performance levels and by student subgroup

IAA PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on IAA.

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS

			Gender		Racial/Ethnic Background									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	382	179	203	253	90	9	15	2	13	4	0	45	119
	Reading	1.6	1.7	1.5	1.2	3.3		0.0		0.00			6.7	3.4
	Mathematics	1.6	1.7	1.5	1.2	3.3		0.0		0.00			6.7	3.4
District	*Enrollment	7,368	3,759	3,609	3,653	2,809	131	146	23	606	24	0	1,463	4,883
	Reading	0.3	0.3	0.3	0.2	0.4	0.8	0.7	0.0	0.0	0.0		0.5	0.3
	Mathematics	0.3	0.3	0.3	0.2	0.4	0.8	0.7	0.0	0.0	0.0		0.5	0.3
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY

			Gender		Racial/Ethnic Background									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	382	179	203	253	90	9	15	2	13	4	0	45	119
	Science	1.6	1.7	1.5	1.2	3.3		0.0		0.0			6.7	3.4
District	*Enrollment	3,107	1,605	1,502	1,614	1,160	57	55	10	211	11	0	584	1,953
	Science	0.5	0.4	0.5	0.2	0.9	0.0	0.0	0.0	0.0	0.0		1.0	0.5
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11

Grade 11 - All

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	6.7	34.4	43.9	15.1	10.1	33.0	46.9	10.1	7.5	35.8	45.0	11.7
	District	13.8	43.0	34.7	8.6	18.6	42.3	34.3	4.7	15.9	43.3	33.5	7.2
	State	9.0	37.0	44.1	9.9	10.6	36.7	42.4	10.3	9.7	37.9	41.6	10.8

Grade 11 - Gender

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	7.2	36.5	43.1	13.2	10.8	29.9	48.5	10.8	6.6	35.3	44.3	13.8
	District	16.4	42.2	33.9	7.6	18.9	39.6	36.6	4.8	15.0	42.6	33.6	8.8
	State	11.3	37.3	41.9	9.5	10.9	34.2	42.4	12.5	10.2	34.6	41.5	13.7
Female	School	6.3	32.5	44.5	16.8	9.4	35.6	45.5	9.4	8.4	36.1	45.5	9.9
	District	11.3	43.8	35.4	9.5	18.4	44.9	32.1	4.6	16.8	44.0	33.4	5.8
	State	6.8	36.7	46.2	10.2	10.4	39.1	42.4	8.1	9.3	41.1	41.7	7.9

Grade 11 - Racial/Ethnic Background

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	3.7	29.6	48.1	18.5	5.8	28.0	53.9	12.3	4.1	31.3	51.0	13.6
	District	9.3	35.6	42.4	12.8	11.6	37.1	44.5	6.8	8.9	36.8	44.1	10.3
	State	5.3	29.0	52.2	13.5	5.7	29.6	51.0	13.8	4.8	29.4	50.9	14.9
Black	School	12.8	60.3	21.8	5.1	21.8	56.4	19.2	2.6	16.7	55.1	24.4	3.8
	District	21.8	59.1	17.9	1.3	30.8	54.5	13.6	1.0	28.6	56.5	13.6	1.3
	State	17.1	55.2	26.0	1.6	26.0	53.5	19.5	0.9	23.1	57.2	18.8	0.9
Hispanic	School												
	District	38.5	7.7	46.2	7.7	23.1	30.8	46.2	0.0	23.1	30.8	46.2	0.0
	State	15.6	51.2	30.7	2.5	15.5	50.7	31.4	2.4	16.1	54.0	27.5	2.4
Asian/Pacific Islander	School	0.0	20.0	73.3	6.7	0.0	13.3	73.3	13.3	0.0	33.3	53.3	13.3
	District	0.0	40.9	50.0	9.1	9.1	13.6	68.2	9.1	4.5	40.9	45.5	9.1
	State	6.0	28.2	48.7	17.1	3.6	19.0	50.4	27.0	4.5	24.5	49.8	21.3
Native American	School												
	District												
	State	8.3	37.0	43.9	10.9	10.6	37.3	42.6	9.6	10.2	37.6	42.9	9.2
Multiracial/Ethnic	School	9.1	0.0	63.6	27.3	9.1	9.1	63.6	18.2	9.1	9.1	45.5	36.4
	District	9.5	14.3	61.9	14.3	14.3	28.6	47.6	9.5	9.5	23.8	42.9	23.8
	State	7.2	35.4	46.0	11.4	9.3	38.1	43.6	9.0	8.0	37.1	44.4	10.5

Grade 11 - Students with Disabilities

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	42.9	46.4	10.7	0.0	64.3	28.6	7.1	0.0	50.0	46.4	3.6	0.0
	District	57.0	36.0	5.3	1.8	71.1	23.7	5.3	0.0	64.0	31.6	2.6	1.8
	State	40.1	42.7	14.8	2.4	45.8	40.9	12.2	1.2	42.1	43.9	11.9	2.1
Non-IEP	School	3.6	33.3	46.7	16.4	5.5	33.3	50.3	10.9	3.9	34.8	48.5	12.7
	District	7.4	44.0	39.0	9.6	10.9	45.1	38.6	5.4	8.8	45.1	38.1	8.0
	State	5.2	36.3	47.7	10.8	6.3	36.2	46.2	11.4	5.7	37.2	45.3	11.8

Grade 11 - Economically Disadvantaged

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	12.6	50.5	30.1	6.8	23.3	48.5	26.2	1.9	16.5	52.4	27.2	3.9
	District	19.4	53.4	24.4	2.8	27.6	52.7	19.0	0.7	22.7	54.8	20.4	2.1
	State	16.4	51.7	29.5	2.4	20.1	50.9	27.0	2.0	18.9	54.0	25.1	2.1
Not Eligible	School	4.3	27.8	49.4	18.4	4.7	26.7	55.3	13.3	3.9	29.0	52.2	14.9
	District	8.5	33.3	44.2	13.9	10.2	32.7	48.6	8.5	9.6	32.7	45.8	12.0
	State	5.0	29.0	52.1	14.0	5.5	28.9	50.9	14.8	4.7	29.1	50.6	15.5

ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.

Level 2 --Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.

Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.

Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11

Grade 11 - All

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	8.3	41.7	50.0	0.0	16.7	50.0	33.3	0.0	8.3	33.3	58.3
	District	18.5	18.5	22.2	40.7	14.8	18.5	44.4	22.2	14.8	11.1	22.2	51.9
	State	11.7	17.5	34.6	36.2	13.7	12.9	45.4	28.0	10.9	11.8	30.1	47.1

Grade 11 - Gender

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School												
	District	23.1	23.1	30.8	23.1	23.1	23.1	38.5	15.4	23.1	15.4	23.1	38.5
	State	12.2	18.2	33.7	35.9	14.2	12.9	43.7	29.2	11.1	13.1	28.6	47.2
Female	School												
	District	14.3	14.3	14.3	57.1	7.1	14.3	50.0	28.6	7.1	7.1	21.4	64.3
	State	10.5	16.3	36.1	37.0	12.4	12.9	48.4	26.2	10.5	9.7	32.7	47.1

Grade 11 - Racial/Ethnic Background

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School												
	District	15.4	23.1	7.7	53.8	15.4	7.7	46.2	30.8	15.4	0.0	15.4	69.2
	State	9.9	15.9	35.0	39.2	11.4	13.1	46.3	29.2	9.0	10.8	29.9	50.3
Black	School												
	District	25.0	16.7	25.0	33.3	16.7	33.3	33.3	16.7	16.7	25.0	25.0	33.3
	State	13.7	17.7	35.7	33.0	16.2	13.2	44.8	25.8	13.1	12.0	31.3	43.6
Hispanic	School												
	District												
	State	12.3	22.8	32.4	32.4	15.4	13.9	42.3	28.4	13.0	16.1	28.6	42.2
Asian/Pacific Islander	School												
	District												
	State	18.2	21.2	33.3	27.3	21.2	7.6	53.0	18.2	16.7	10.5	34.8	37.9
Native American	School												
	District												
	State												
Multiracial/Ethnic	School												
	District												
	State	13.2	10.5	31.6	44.7	10.5	5.3	47.4	36.8	7.9	2.6	28.9	60.5

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Illinois Report Card (4 of 4)

Adequate Yearly Progress status report

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	Academic Watch Status Year 5

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	98.4	Yes	98.4	Yes	64.8		No	63.6		No			93.0	Yes
White	98.8	Yes	98.8	Yes	70.7		No	71.2	71.1	Yes			94.8	
Black	96.7	Yes	96.7	Yes	35.3	40.0	Yes	29.4	30.5	Yes			87.2	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	93.3	No	93.3	No										
Economically Disadvantaged	96.6	Yes	96.6	Yes	47.3	41.1	Yes	38.5	33.0	Yes			87.7	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***

3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.

** Safe Harbor Targets of 77.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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Illinois School Profile (1 of 2)

Key statistics, student information, teacher information, school district finances

2010 Illinois School Profile

A Brief Guide for Parents

This Profile provides information about our school's students, teachers, student test scores, class sizes and district's budget. For more details, please contact school staff or go to the Illinois State Report Card link on the ISBE web site: www.isbe.net.

Springfield High School
Springfield SD 186
Springfield, ILLINOIS
Grades: 9 10 11 12
RCDTS Code: 51-084-1860-25-0002

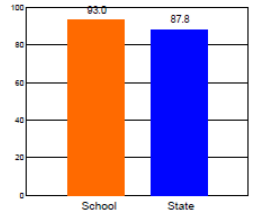
Key Statistics

Number of Students	1,509
Attendance Rate	91.7

AVERAGE CLASS SIZE

	School	State
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
High School	23.3	19.7

HIGH SCHOOL GRADUATION RATE



Student Information

RACIAL/ETHNIC BACKGROUND (%)

	School	State
White	63.2	52.8
Black	25.7	18.8
Hispanic	2.8	21.1
Asian/Pacific Islander	3.9	4.2
Native American	0.2	0.2
Multiracial/Ethnic	4.2	2.9

ADDITIONAL INFORMATION (%)

	School	State
Low Income	34.0	45.4
Limited English Proficient	0.3	7.6
Mobility	21.6	13.0
Students with Disabilities	10.1	13.1

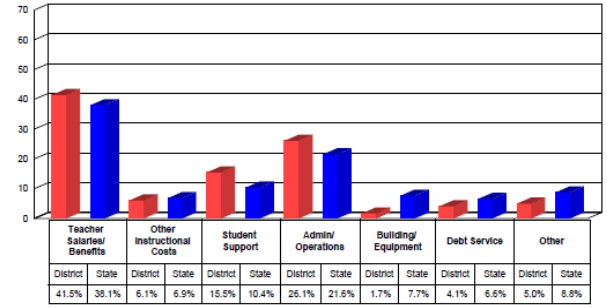
Teacher Information

	District	State
Average Teaching Experience (Years)	12.4	12.7
% Teachers with Emergency or Provisional Credentials	0.5	0.5
Average Teacher Salaries	$58,369	$63,296
% Teachers with Graduate Degrees	45.7	57.4

School District Finances

This chart shows how we spent our money as a district in the 2008-09 school year. Instructional costs include books and classroom materials. Student support includes counseling, transportation and food service. Administration/operations includes principal salaries and the cost of janitorial services. Building/equipment and debt service include the costs of school facilities.

DISTRICT SPENDING



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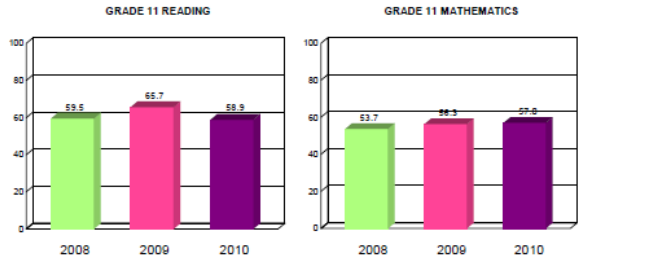
Illinois School Profile (2 of 2)

Student academic performance, Adequate Yearly Progress

Student Academic Performance

How our students do on state tests is just one way to measure their academic achievement. * You can compare the percentage of our students that meet or exceed standards on statewide tests to the statewide percentage. You should also look at how this year's results compare to previous years'. The Illinois Standards Achievement Test (ISAT) is the state test administered to students in selected elementary grades. The Prairie State Achievement Examination (PSAE) is the state test that students take in the 11th grade.

GRADE 11 PSAE - READING AND MATHEMATICS (PERCENT MEETING OR EXCEEDING STANDARDS)



2010 - Grade 11 PSAE Reading, Mathematics and Science (Percent Meeting or Exceeding Standards)

	Reading	Mathematics	Science
School	58.9	57.0	56.7
State	54.0	52.7	52.4

Adequate Yearly Progress

The No Child Left Behind Act and Illinois law require the State to measure whether our school is making Adequate Yearly Progress (AYP). AYP is based on the percent of students that meet/exceed standards on state tests, both as a whole and by different subgroups. Schools must also meet minimum attendance or graduation rates. If a school does not make AYP in the same subject area for two consecutive years, it is identified for School Improvement.

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind (NCLB) Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	Academic Watch Status Year 5

* The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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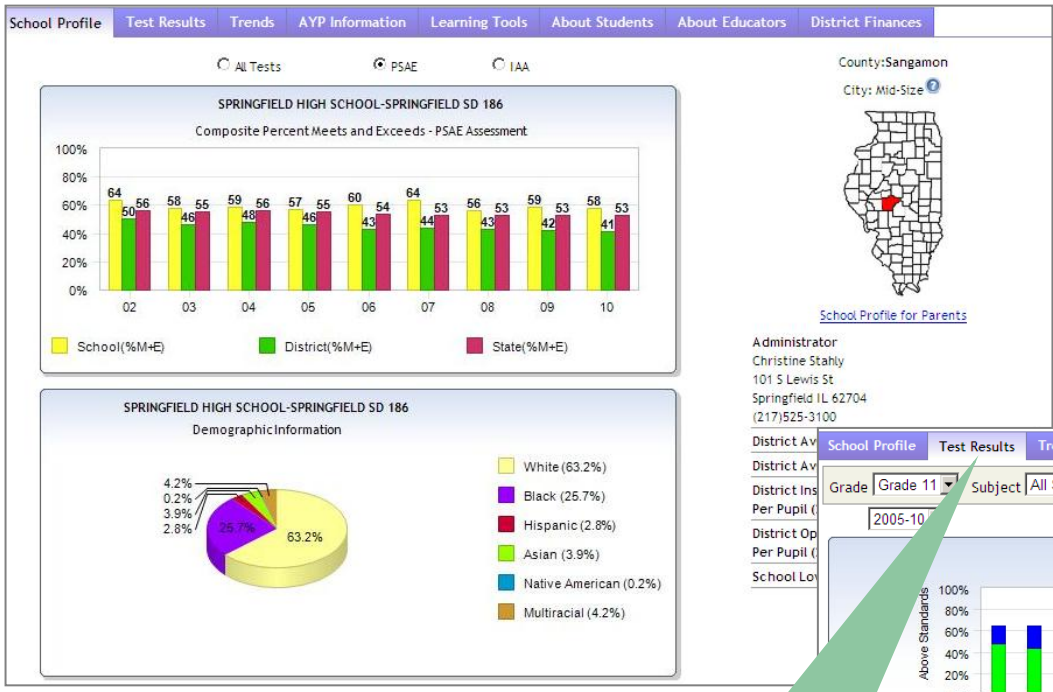
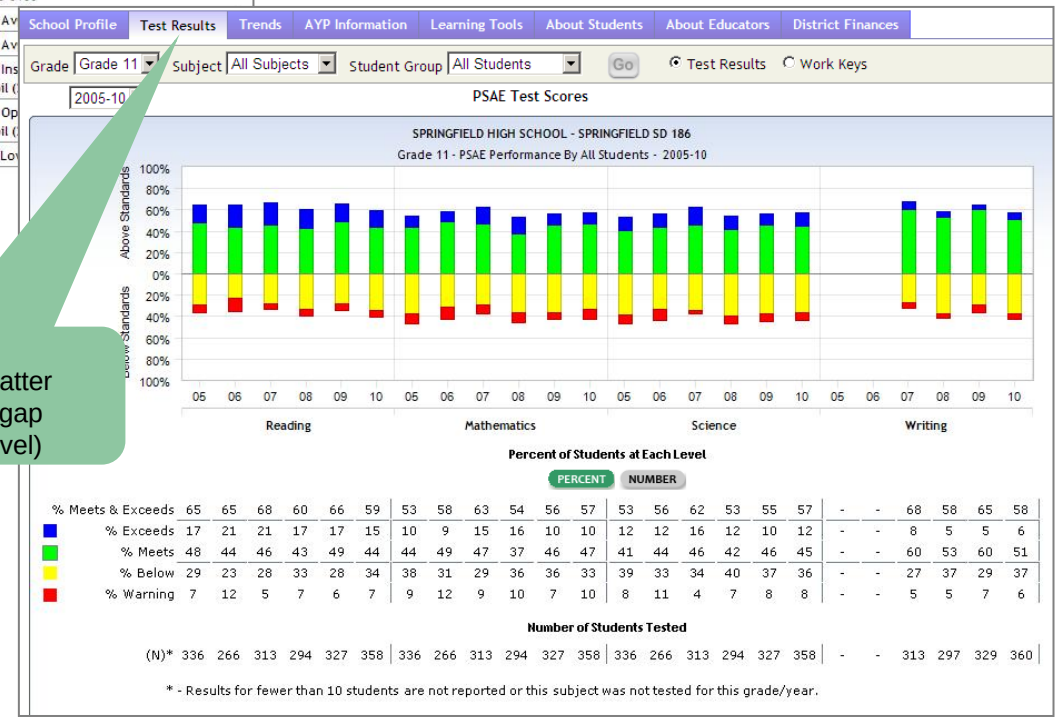
Illinois Interactive Report Card (1 of 3)

School Profile and Test Results





Includes ISAT, PSAE, ACCESS, IAA, ACT, Scatter plots, and achievement gap (depending on school level)

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Illinois Interactive Report Card (2 of 3)

Trends and Adequate Yearly Progress Information

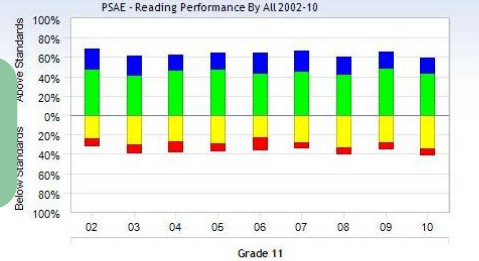
School Profile | Test Results | Trends | AYP Information | Learning Tools | About Students | About Educators | District Finances

Test Type: PSAE | Subject: Reading | Student Group: All | Go

2002-10

SPRINGFIELD HIGH SCHOOL - SPRINGFIELD SD 186

PSAE - Reading Performance By All 2002-10



Reports by cohorts, by subjects, by school, districts, & state

Percent of Students at Each Level

PERCENT | NUMBER

	02	03	04	05	06	07	08	09	10
% Meets & Exceeds	69	61	63	65	65	68	60	66	59
% Exceeds	21	19	16	17	21	21	17	17	15
% Meets	48	42	47	48	44	46	43	49	44
% Below	24	30	27	29	23	28	33	28	34
% Warning	7	9	10	7	12	5	7	6	7

Number of Students Tested

	02	03	04	05	06	07	08	09	10
(N)*	277	337	294	336	266	313	294	327	358

* - Results for fewer than 10 students are not reported or this subject was not tested for this grade/year.

School Profile | Test Results | Trends | AYP Information | Learning Tools | About Students | About Educators | District Finances

2010

Adequate Yearly Progress Report 2010

SPRINGFIELD HIGH SCHOOL - SPRINGFIELD SD 186

Is this School making Adequate Yearly Progress (AYP)?	No	Has this Sch... according to the AYP... Behind Act?	
Is this School making AYP in Reading?	No	2010-11 Federal Impr...	
Is this School making AYP in Mathematics?	No	2010-11 State Improvement Status	Academic Watch Status Year 5

Includes AYP report, AYP ladder, and AYP steps (yearly progress table)

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91		80	
All	98.4	Yes	98.4	Yes	64.8		No	63.6		No			93.0	Yes
White	98.8	Yes	98.8	Yes	70.7		No	71.2	71.1	Yes			94.8	
Black	96.7	Yes	96.7	Yes	35.3	40.0	Yes	29.4	30.5	Yes			87.2	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	93.3	No	93.3	No										
Economically Disadvantaged	96.6	Yes	96.6	Yes	47.3	41.1	Yes	38.5	33.0	Yes			87.7	

Four Conditions Are Required For Making Adequate Yearly Progress(AYP)

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 77.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2009.
** Safe Harbor Targets of 77.5% or above are not printed.
*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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Illinois Interactive Report Card (3 of 3)

About Students, About Educators, District Finances

School Profile | Test Results | Trends | AYP Information | Learning Tools | About Students | About Educators | District Finances

SPRINGFIELD HIGH SCHOOL - SPRINGFIELD SD 186
Student Demographics & Characteristics - Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
SCHOOL	1999	74.1	22	0.7	3.2	0	-
	2000	73.4	22.4	0.8	3.2	0.2	-
	2001	75.7	20.7	0.6	2.9	0.1	-
	2002	73.8	21.7	1.2	3.3	0.1	-
	2003	72.5					
	2004	69.9					
	2005	67.6					
	2006	67.5					
	2007	67.2					
	2008	65.4					
	2009	67					
	2010	63.2					
DISTRICT	1999	65.4					
	2000	64.4					
	2001	63.2					
	2002	62					
	2003	60.6					
	2004	58.9					
	2005	56.8					
	2006	55.6					
	2007	54.5					
	2008	52.9					
	2009	52.4					
	2010	50.6					
STATE	1999	62					
	2000	61.1					
	2001	60.1					
	2002	59.3					
	2003	58.6					
	2004	57.7					
	2005	56.7					
	2006	55.7					
	2007	54.9					
	2008	54					
	2009	53.3					
	2010	52.8					

Includes Race/ Ethnicity, Educational Environment, Enrollments, and Class Size

School Profile | Test Results | Trends | AYP Information | Learning Tools | About Students | About Educators | District Finances

SPRINGFIELD HIGH SCHOOL - SPRINGFIELD SD 186
District Teacher & Administrator Information - Teacher Demographics

About this Report

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Male (%)	Female (%)
DISTRICT	1999	92.6	6.6		0.1	0	19.6	80.4
	2000	92.5	6.6					
	2001							
	2002							
	2003							
	2004							
	2005							
	2006							
	2007							
	2008							
	2009							
	2010	90.5	8.3					
STATE	1999	84.9	11					
	2000	85	10.7					
	2001	84.7	10.6					
	2002	85	10.2					
	2003	84.6	10.2					
	2004	85	9.8					
	2005	84.3	9.9					
	2006	84.9	9.2					
	2007	85.1	8.8					
	2008	84.9	8.7					
	2009	85.1	8.3					
	2010	85.2	8.1					

Includes Teacher Demographics, Teacher Characteristics, Administrator Information

Includes Expenditure Rates, Expenditure Amounts, Expenditure %, Revenue Amounts, Revenue %

School Profile | Test Results | Trends | AYP Information | Learning Tools | About Students | About Educators | District Finances

SPRINGFIELD HIGH SCHOOL - SPRINGFIELD SD 186
District Financial Information - Expenditure Rates

About this Report

	Year	Tax Year	EAV per Pupil ($)	Total School Tax Rate per $100 ($)	Fiscal Year	Instructional Expenditure per Pupil ($)	Operating Expenditure per Pupil ($)
DISTRICT	1999	1996	95,899	4.5	1997-1998	3,968	7,399
	2000	1997	101,128	4.5	1998-1999	4,044	7,598
	2001	1998	104,308	4.5	1999-2000	4,185	7,878
	2002	1999	107,989	4.5	2000-2001	4,436	8,367
	2003	2000	109,005	4.5	2001-2002	4,625	8,516
	2004	2001	114,802	4.5	2002-2003	4,625	8,212
	2005	2002	118,509	4.5	2003-2004	4,815	8,549
	2006	2003	122,831	4.5	2004-2005	4,952	8,800
	2007	2004	123,460	4.6	2005-2006	5,134	9,144
	2008	2005	130,004	4.6	2006-2007	5,466	10,065
	2009	2006	132,261	4.7	2007-2008	5,720	10,083
	2010	2007	134,287	4.7	2008-2009	6,215	11,578
STATE	1999	1996	-	-	1997-1998	3,990	6,682
	2000	1997	-	-	1998-1999	4,291	7,146
	2001	1998	-	-	1999-2000	4,425	7,483
	2002	1999	-	-	2000-2001	4,667	7,926
	2003	2000	-	-	2001-2002	4,842	8,181
	2004	2001	-	-	2002-2003	5,022	8,482
	2005	2002	-	-	2003-2004	5,216	8,786
	2006	2003	-	-	2004-2005	5,366	9,099
	2007	2004	-	-	2005-2006	5,567	9,488
	2008	2005	-	-	2006-2007	5,808	9,907
	2009	2006	-	-	2007-2008	6,103	10,417
	2010	2007	-	-	2008-2009	6,483	11,197

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Colorado (1 of 2)

School Performance Framework Report 2010 - initial — **Level: High School**

School: ABC SCHOOL - 0000 — **District: ABC DISTRICT - 0000 (1 year***)**

Improvement Plan

This is the plan type the sch[illegible]s required to adopt and implement. Schools ar[illegible]ed a plan based on their overall framewor[illegible]ch is a percentage of the total points eligible [illegible]erall score is then [illegible] determine the

[illegible]rk Points Earned
at or above 60%
Improvement — at or above 47% - below 60%
Priority Improvement — at or above 33% - below 47%
Turnaround — below 33%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	*Rating/Plan*	*% of Points Earned out of Points Eligible**	
Academic Achievement	Does Not Meet	31.3%	(4.7 out of 15 points)
Academic Growth	Meets	66.7%	(23.3 out of 35 points)
Academic Growth Gaps	Approaching	60.4%	(9.1 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	58.3%	(20.4 out of 35 points)
Test Participation**	95% participation rate met		
TOTAL	**Improvement**	57.5%	(57.5 out of 100 points)

* Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

"Plan" assigned to school based on overall framework score

Measure definitions to aid reader comprehension

What do the performance indicators measure?

Academic Achievement
The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth
The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps
The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness
The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

cde Improving Academic Achievement — SCHOOLview.org

*** Data in this report is based on results from: 2009-10.*

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Colorado (2 of 2)

Performance Indicators - initial — **Level: High School**

School: ABC SCHOOL - 0000 — **District: ABC DISTRICT - 0000 (1 year)**

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	1	4		Does Not Meet	83	46.8%	8
Mathematics	1	4		Does Not Meet	83	3.9%	2
Writing	1	4		Does Not Meet	83	18.2%	4
Science	2	4		Approaching	48	29.5%	18
Total	5	16	31.3%	Does Not Meet			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	57	52	35	Yes
Mathematics	2	4		Approaching	57	50	99	No
Writing	3	4		Meets	57	58	82	
Total	8	12	66.7%	Meets				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	48	42	42	Yes
Minority Students	3	4		Meets	52	52	45	Yes
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A
English Language Learners	2	4		Approaching	28	46	59	No
Students needing to catch up	2	4		Approaching	27	52	85	No
Mathematics	8	16	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	48	51	99	No
Minority Students	2	4		Approaching	52	49	99	No
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A
English Language Learners	2	4		Approaching	28	40	99	No
Students needing to catch up	2	4		Approaching	50	49	99	No
Writing	12	16	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	48	56	83	No
Minority Students	3	4		Meets	52	57	83	No
Students w/Disabilities	0	0		N/A	5	N/A	N/A	N/A
English Language Learners	3	4		Meets	28	60	89	No
Students needing to catch up	3	4		Meets	40	59	94	No
Total	29	48	60.4%	Approaching				

Postsecondary and Workforce Readiness	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Rate/Score*	*Minimum State Expectation*
Graduation Rate	3	4		Meets	35	88.6%	80.0%
Dropout Rate	3	4		Meets	179	2.2%	At/below state average
Colorado ACT Composite	1	4		Does Not Meet	31	16.4	Above state average
Total	7	12	58.3%	Approaching			

Test Participation	*% of Students Tested*	*Rating*
Reading	100.0%	95% participation rate met
Mathematics	99.0%	95% participation rate met
Writing	100.0%	95% participation rate met
Science	100.0%	95% participation rate met
Colorado ACT	100.0%	95% participation rate met

Reports growth percentiles and resultant points earned/ rating

Extensive demographic breakdowns of performance

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Florida

2008-2009		
CLEWISTON HIGH SCHOOL (201) HENDRY (26) 1501 S FRANCISCO ST, CLEWISTON, FL 33440-5016 School Phone: 863-983-1520, Principal: ROBERT EGLEY		
Subject	**State of Florida A+ Plan**	Federal No Child Left Behind Act
School Grade	**F** This grade is calculated by adding points earned from each of the performance areas below.	**69 % of criteri** **NO** This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	• 32% of students reading at or above grade level • 40% of students making a year's worth of progress in reading • 37% of struggling students making a year's worth of progress in reading	WHITE, BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students in this school need improvement in Reading.
Math	• 63% of students at or above grade level in math • 69% of students making a year's worth of progress in math • 64% of struggling students making a year's worth of progress in math	WHITE, BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students in this school need improvement in Math.
Writing	• 61% of students are meeting state standards in writing.	This school has not met this criteria.
Science	• 14% of students at or above grade level in Science.	
Retakes	• 52% of 11th and 12th grade students passed the FCAT Reading Retake. • 51% of 11th and 12th grade students passed the FCAT Math Retake.	

Grades school based on performance across various subject areas

Possible Choice Options	• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • **CLEWISTON HIGH SCHOOL** has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at 863-674-4642 for other choice options available to you.

**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.

School Efficiency Indicator relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.

This school is in the lower third of all high schools in the state on percent of students making learning gains.

This is in the middle third of all high schools in the state on t per student.

Illustrates school efficiency indicator based on learning gains and program costs (on spectrum of low, medium, high)

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Maryland (1 of 2)

Can easily roll-up for state or county view

Tabs highlight 4 main sections

2010 Maryland Report Card

VIEW RESULTS BY: STATE COUNTY SCHOOL

Adequate Yearly Progress

Dorchester County : Cambridge-South Dorchester High (ID:0713)

AYP ASSESSMENTS GRADUATION DEMOGRAPHICS

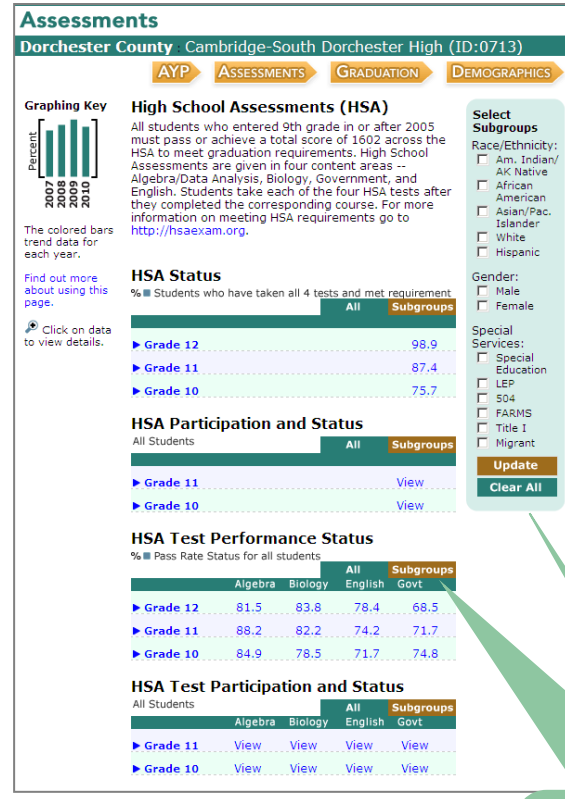
2010 AYP: Met

▸ Show Trends

All indicators must be "Met" to make AYP. For details, click on the links below.

	Reading		Mathematics		
	▸Percent Proficient	▸Participation Rate	▸Percent Proficient	▸Participation Rate	▸Graduation
All Students	Met	Met	Met	Met	Met
American Indian/ Alaskan Native	--	--	--	--	
Asian/Pacific Islander	na	na	na	na	
African American	Met	Met	Met	Met	
White (not of Hispanic origin)	Met	Met	Met	Met	
Hispanic	na	na	na	na	
Free/Reduced Meals	Met	Met	Met	Met	
Special Education	Met	na	Met	na	
Limited English Proficient	--	--	--	--	

'--' indicates no students in the category. 'na' indicates too few students for AYP rules.



Assessments

Dorchester County : Cambridge-South Dorchester High (ID:0713)

AYP ASSESSMENTS GRADUATION DEMOGRAPHICS

Graphing Key

Percent

2007 2008 2009 2010

The colored bars trend data for each year.

Find out more about using this page.

Click on data to view details.

High School Assessments (HSA)

All students who entered 9th grade in or after 2005 must pass or achieve a total score of 1602 across the HSA to meet graduation requirements. High School Assessments are given in four content areas -- Algebra/Data Analysis, Biology, Government, and English. Students take each of the four HSA tests after they completed the corresponding course. For more information on meeting HSA requirements go to http://hsaexam.org.

HSA Status

% Students who have taken all 4 tests and met requirement

	All	Subgroups
▸ Grade 12	98.9	
▸ Grade 11	87.4	
▸ Grade 10	75.7	

HSA Participation and Status

All Students

	All	Subgroups
▸ Grade 11	View	
▸ Grade 10	View	

HSA Test Performance Status

% Pass Rate Status for all students

	Algebra	Biology	All English	Subgroups Govt
▸ Grade 12	81.5	83.8	78.4	68.5
▸ Grade 11	88.2	82.2	74.2	71.7
▸ Grade 10	84.9	78.5	71.7	74.8

HSA Test Participation and Status

All Students

	Algebra	Biology	All English	Subgroups Govt
▸ Grade 11	View	View	View	View
▸ Grade 10	View	View	View	View

Select Subgroups

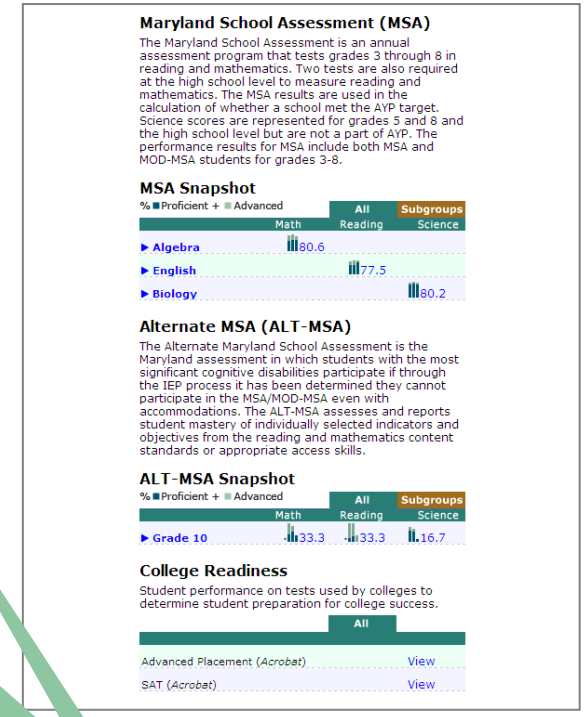
Race/Ethnicity:
- Am. Indian/ AK Native
- African American
- Asian/Pac. Islander
- White
- Hispanic

Gender:
- Male
- Female

Special Services:
- Special Education
- LEP
- 504
- FARMS
- Title I
- Migrant

Update

Clear All



Maryland School Assessment (MSA)

The Maryland School Assessment is an annual assessment program that tests grades 3 through 8 in reading and mathematics. Two tests are also required at the high school level to measure reading and mathematics. The MSA results are used in the calculation of whether a school met the AYP target. Science scores are represented for grades 5 and 8 and the high school level but are not a part of AYP. The performance results for MSA include both MSA and MOD-MSA students for grades 3-8.

MSA Snapshot

% Proficient + Advanced

	All Math	All Reading	Subgroups Science
▸ Algebra	80.6		
▸ English		77.5	
▸ Biology			80.2

Alternate MSA (ALT-MSA)

The Alternate Maryland School Assessment is the Maryland assessment in which students with the most significant cognitive disabilities participate if through the IEP process it has been determined they cannot participate in the MSA/MOD-MSA even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading and mathematics content standards or appropriate access skills.

ALT-MSA Snapshot

% Proficient + Advanced

	All Math	All Reading	Subgroups Science
▸ Grade 10	33.3	33.3	16.7

College Readiness

Student performance on tests used by colleges to determine student preparation for college success.

	All
Advanced Placement (Acrobat)	View
SAT (Acrobat)	View

Click-through or selection allows deep-dive into demographic breakdowns of performance

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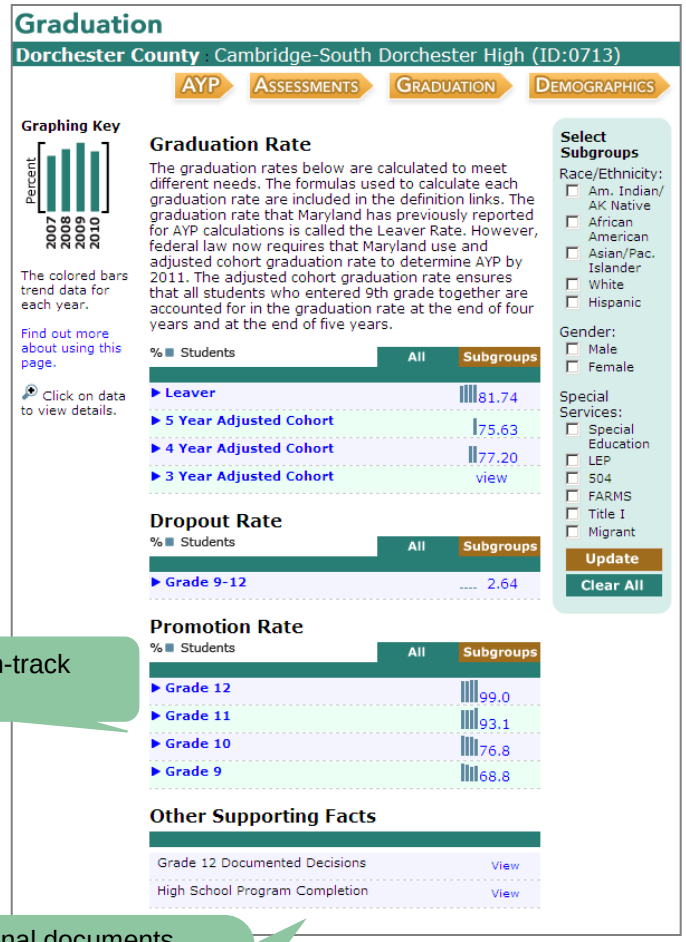
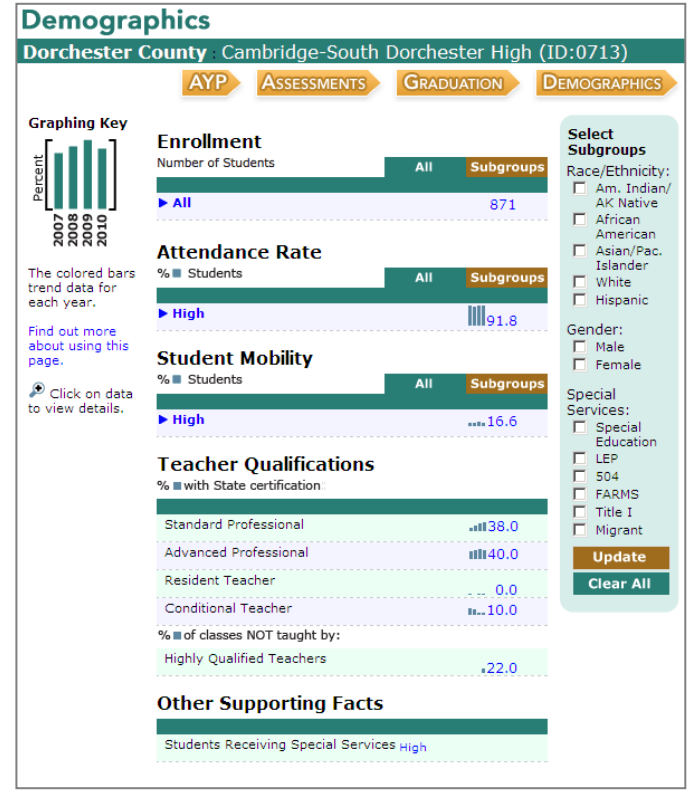
Maryland (2 of 2)



Provides on-track indicators

Additional documents offer supplementary information, including Grade 12 documented decisions



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North Carolina

2009-10 — Asheboro High

Education First NC SCHOOL REPORT CARDS

Asheboro High

William Kemper Fitch III, Principal
1221 S Park St
Asheboro, NC 27203 6711
(336) 625-6185

Grades 09-12
Regular School
Traditional Calendar

Asheboro City Schools

SCHOOL PROFILE

School Size

The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

OUR SCHOOL	DISTRICT	STATE
1,247	1,247	792

Average Course Size

The average number of students enrolled in the the courses listed at the time of testing.
* Chemistry and Physics tests were eliminated from the ABCs effective 2009 10.

	OUR SCHOOL	DISTRICT	STATE
English I	19	19	18
Algebra I	19	21	20
Algebra II	23	23	20
Geometry	24	24	20
Biology	23	23	18
Chemistry	---	---	---
Physical Science	20	20	18
Physics	---	---	---
Civics & Econ.	22	22	18
US History	21	21	18

HIGH STUDENT PERFORMANCE

Performance of Students in Each Course on the ABCs End-of-Course Tests

Percentage of Students' Scores At or Above Grade Level

	English I	Algebra I	Algebra II	Geometry	Biology	Chemistry	Physical Science	Physics	Civics & Econ.	US History
Our School	80.2%	56.0%	83.6%	69.3%	69.3%	---	57.1%	---	71.1%	79.8%
District	80.2%	68.8%	83.7%	69.5%	69.3%	---	57.1%	---	71.1%	79.8%
State	82.4%	77.8%	84.0%	82.3%	81.3%		78.4%		79.7%	84.6%

N/A = Fewer tha
* Chemistry and

Includes academic performance by student subgroup

Performance of Each Student Group on the ABCs End-of-Course Tests

Percentage of Passing Scores on the End-of-Course Tests Grouped by Gender, Ethnicity, and Other Factors.

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	72.2%	72.0%	84.7%	46.6%	62.5%	66.7%	91.1%	70.5%	62.7%	81.1%	39.5%	N/A	34.9%
# of tests taken	1,192	1,058	1,120	352	621	6	56	95	1,097	1,153	253	N/A	186
District	73.2%	73.5%	85.6%	48.1%	63.3%	66.7%	91.8%	72.3%	63.7%	82.2%	39.8%	N/A	34.9%
State	80.1%	81.3%	88.5%	67.0%	74.1%	71.7%	88.0%	83.3%	70.9%	87.9%	55.8%	62.3%	54.9%

E.D. = Economically Disadvantaged N.E.D. = Not Economically Disadvantaged L.E.P. = Limited English Proficiency
N/A = Fewer than five students

School Attendance

The average percentage of students who attend school daily.

Our School	96%
District	96%
State	95%

To learn more about federal No Child Left Behind (NCLB) requirements, visit **http://www.ncpublicschools.org/nclb/**
For information about the ABCs of Public Education and Adequately Yearly Progress (AYP), visit **http://www.ncpublicschools.org/accountability/**

Offers view of school climate via facts regarding school safety and access to technology

Designates school based on student performance and growth

PAGE 2

SAFE, ORDERLY AND CARING SCHOOLS

School Safety

The number of acts of crime or violence reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

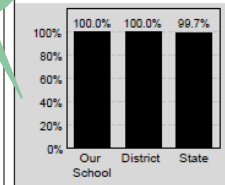
Out of 1,247 students in our school, there were a total of 12 act[s] of crime or violence.

The number of acts of crime or violence reported per 100 students:

OUR SCHOOL	1
DISTRICT	1
STATE	2

Access to Technology

Percentage of classrooms connected to the Internet



Keeping you informed

More information about your school is available on the NC School Report Cards website at:
http://www.ncreportcards.org

HIGH STUDENT PERFORMANCE, CONTINUED

School Performance

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

Our School's Designation(s): No Recognition

DESIGNATION	PERFORMANCE: STUDENTS PERFORMING AT GRADE LEVEL	GROWTH: LEARNING ACHIEVED IN ONE YEAR			PERCENT OF SCHOOLS WITH DESIGNATION	
		High Growth	Expected Growth	Expected Growth Not Achieved	DISTRICT	STATE
HONOR SCHOOL OF EXCELLENCE	At least 90% of students at grade level and the school made adequate yearly progress (AYP)				0%	11%
SCHOOL OF EXCELLENCE	At least 90% of students at grade level				0%	3%
SCHOOL OF DISTINCTION	At least 80% of students at grade level				0%	35%
SCHOOL OF PROGRESS	At least 60% of students at grade level				0%	28%
NO RECOGNITION	60 to 100% of students at grade level			✓	100%	18%
PRIORITY SCHOOL	50 to 60% of students at grade level, OR Less than 50% of students at grade level				0%	5%
LOW PERFORMING	Less than 50% of students at grade level				0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB).

Our school did not make adequate yearly progress.
Our school met 15 out of 21 AYP targets.

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by Highly Qualified Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience 0–3 years	Years of Teaching Experience 4–10 years	Years of Teaching Experience 10+ years	Teacher Turnover Rate
Our School	83	92%	92%	29%	18	15%	33%	53%	10%
District	83	92%	92%	29%	18	15%	33%	53%	10%
State	54	92%	96%	26%	9	19%	28%	54%	13%

* The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.

Public Schools of North Carolina
State Board of Education | Department of Public Instruction

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Ohio

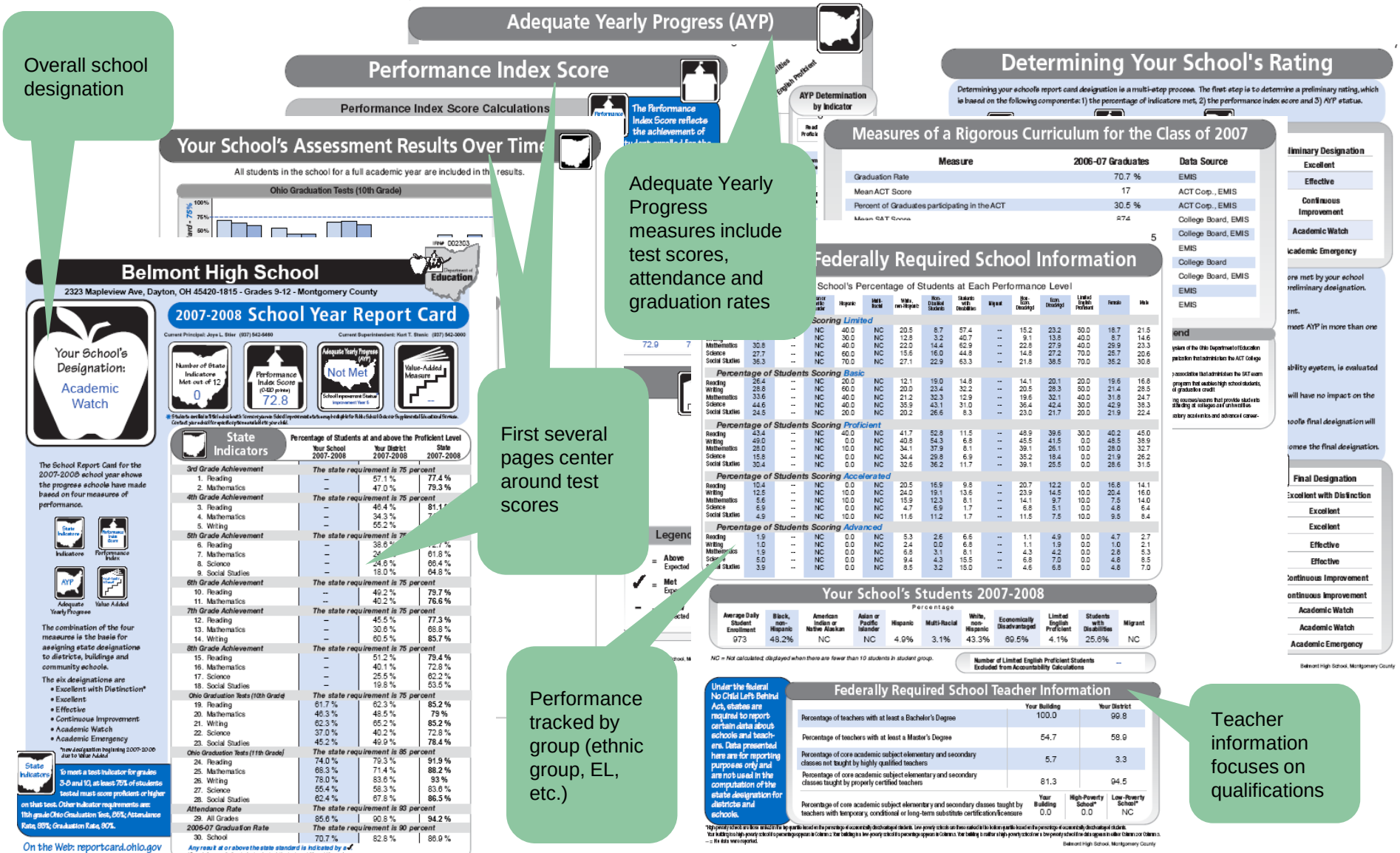
Overall school designation

Adequate Yearly Progress measures include test scores, attendance and graduation rates

First several pages center around test scores

Performance tracked by group (ethnic group, EL, etc.)

Teacher information focuses on qualifications



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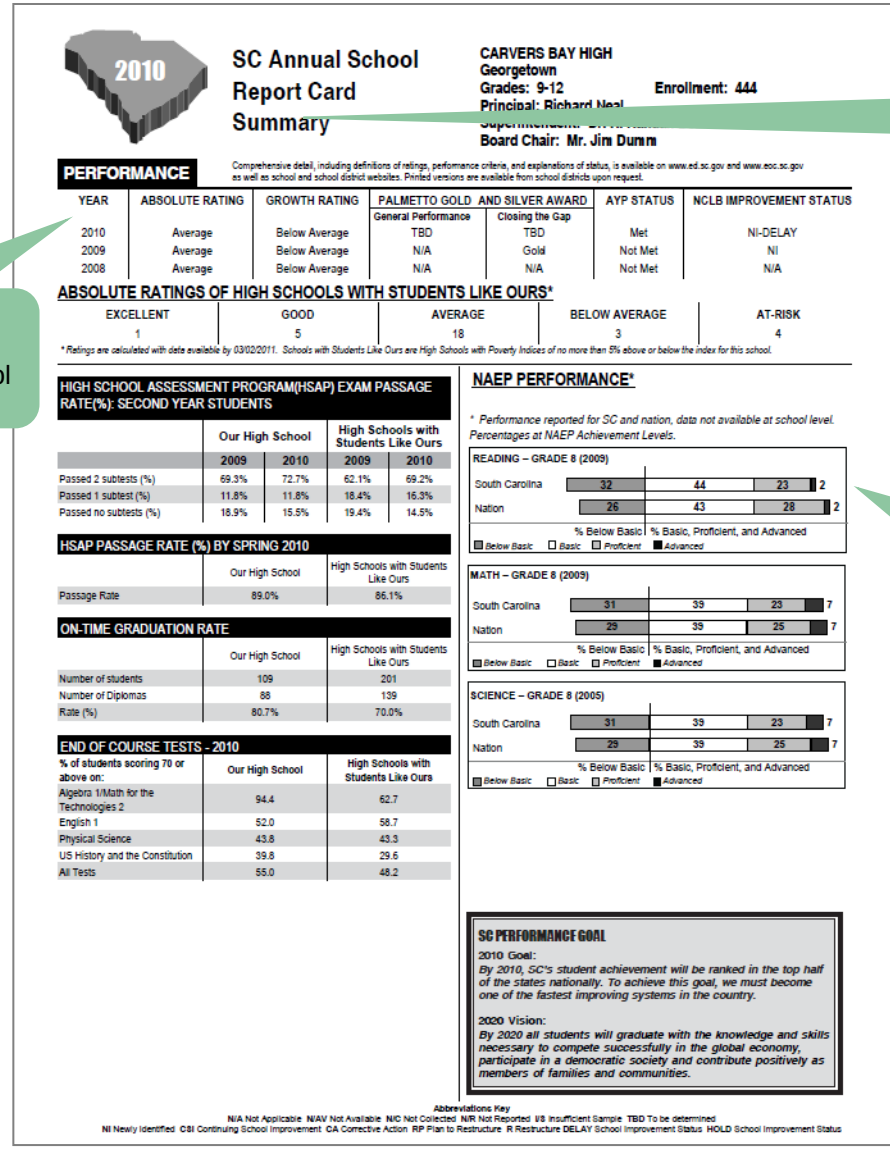
South Carolina (1 of 2)



2010

SC Annual School Report Card Summary

CARVERS BAY HIGH
Georgetown
Grades: 9-12 Enrollment: 444
Principal: Richard Neal
Board Chair: Mr. Jim Dumm

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Below Average	TBD	TBD	Met	NI-DELAY
2009	Average	Below Average	N/A	Gold	Not Met	NI
2008	Average	Below Average	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	5	18	3	4

*Ratings are calculated with data available by 03/02/2011. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	69.3%	72.7%	62.1%	69.2%
Passed 1 subtest (%)	11.8%	11.8%	18.4%	16.3%
Passed no subtests (%)	18.9%	15.5%	19.4%	14.5%

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	89.0%	86.1%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	109	201
Number of Diplomas	88	139
Rate (%)	80.7%	70.0%

END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.4	62.7
English 1	52.0	58.7
Physical Science	43.8	43.3
US History and the Constitution	39.8	29.6
All Tests	55.0	48.2

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2009)

	% Below Basic	% Basic	% Proficient	% Advanced
South Carolina	32	44	23	2
Nation	26	43	28	2

MATH – GRADE 8 (2009)

	% Below Basic	% Basic	% Proficient	% Advanced
South Carolina	31	39	23	7
Nation	29	39	25	7

SCIENCE – GRADE 8 (2005)

	% Below Basic	% Basic	% Proficient	% Advanced
South Carolina	31	39	23	7
Nation	29	39	25	7

SC PERFORMANCE GOAL

2010 Goal:
By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:
By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Offers ratings for absolute performance and growth and snapshot of peer school performance

Approx. 9 page "Full Report" includes more detailed information about academic performance

Reports performance graphically and by performance level (below basic, basic, proficient, advanced)

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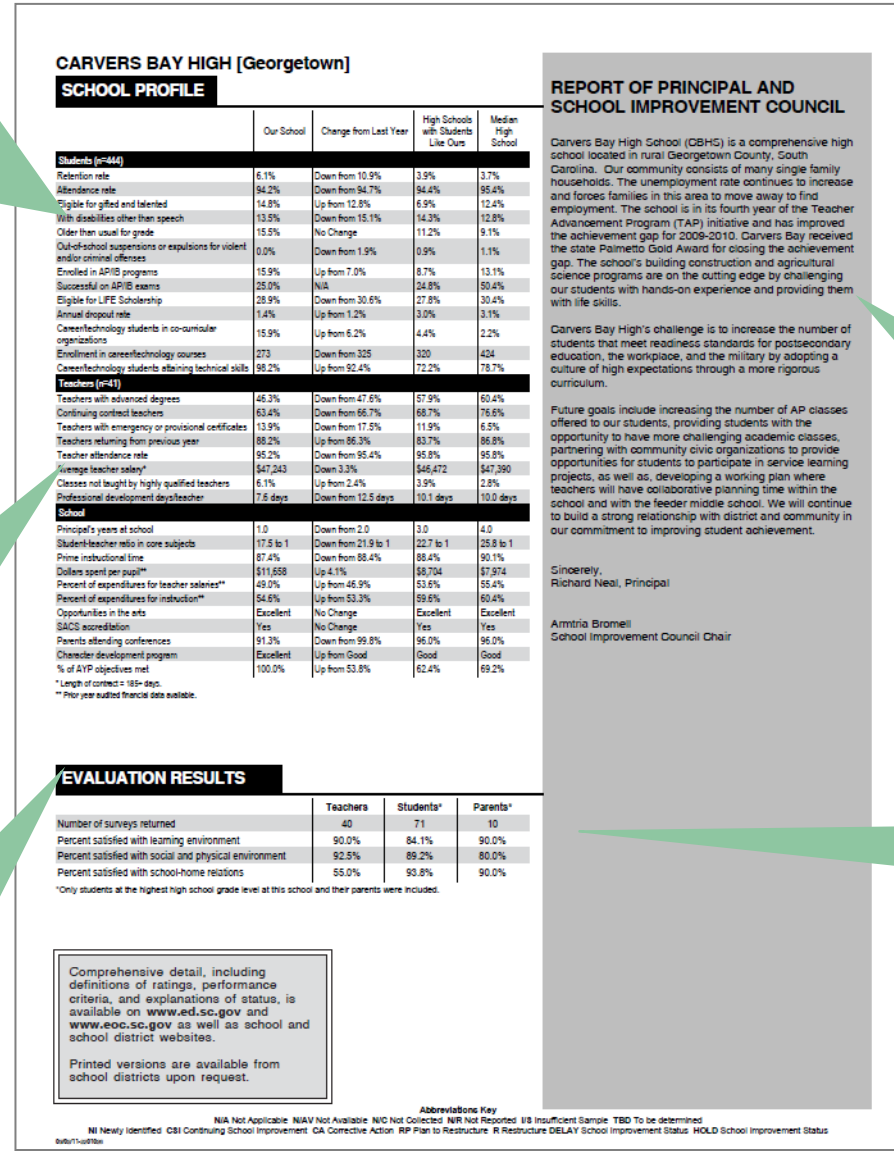
South Carolina (2 of 2)

Students:
- Retention
- Attendance rate
- Eligible for gifted and talented
- With disabilities other than speech
- Older than usual for grade
- Out-of-school suspensions or expulsions for violent and/or criminal offenses
- Enrolled in AP/IB programs
- Successful on AP/IB exams
- Eligibile for LIFE scholarship
- Annual dropout rate
- Career/ tech students in co-curricular orgs
- Enrollment in career/ tech courses
- Career/ tech students attaining technical skills

Teachers
- Teachers with advanced degrees
- Continuing contract teachers
- Teachers with emergency or provisional cert.
- Teachers returning from previous year
- Teacher attendance rate
- Average teacher salary
- Classes not taught by highly qualified teachers
- Professional dev't days/ teacher

School
- Principal's years at school
- Student-teacher ratio in core subjects
- Prime instructional time
- Dollars spent per pupil
- % of expenditures for teacher salaries
- % of expenditures for instruction
- Opportunities in the arts
- SACS accreditation
- Parents attending conferences
- Character development program
- % of AYP objectives met



CARVERS BAY HIGH [Georgetown]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=444)				
Retention rate	6.1%	Down from 10.9%	3.9%	3.7%
Attendance rate	94.2%	Down from 94.7%	94.4%	95.4%
Eligible for gifted and talented	14.8%	Up from 12.8%	6.9%	12.4%
With disabilities other than speech	13.5%	Down from 15.1%	14.3%	12.8%
Older than usual for grade	15.5%	No Change	11.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.9%	0.9%	1.1%
Enrolled in AP/IB programs	15.9%	Up from 7.0%	8.7%	13.1%
Successful on AP/IB exams	25.0%	N/A	24.8%	50.4%
Eligible for LIFE Scholarship	28.9%	Down from 30.6%	27.8%	30.4%
Annual dropout rate	1.4%	Up from 1.2%	3.0%	3.1%
Career/technology students in co-curricular organizations	15.9%	Up from 6.2%	4.4%	2.2%
Enrollment in career/technology courses	273	Down from 325	320	424
Career/technology students attaining technical skills	98.2%	Up from 92.4%	72.2%	78.7%
Teachers (n=41)				
Teachers with advanced degrees	46.3%	Down from 47.6%	57.9%	60.4%
Continuing contract teachers	63.4%	Down from 66.7%	68.7%	76.6%
Teachers with emergency or provisional certificates	13.9%	Down from 17.5%	11.9%	6.5%
Teachers returning from previous year	88.2%	Up from 86.3%	83.7%	86.8%
Teacher attendance rate	95.2%	Down from 95.4%	95.8%	95.8%
Average teacher salary*	$47,243	Down 3.3%	$46,472	$47,390
Classes not taught by highly qualified teachers	6.1%	Up from 2.4%	3.9%	2.8%
Professional development days/teacher	7.6 days	Down from 12.5 days	10.1 days	10.0 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 21.9 to 1	22.7 to 1	25.8 to 1
Prime instructional time	87.4%	Down from 88.4%	88.4%	90.1%
Dollars spent per pupil**	$11,658	Up 4.1%	$8,704	$7,974
Percent of expenditures for teacher salaries**	49.0%	Up from 46.9%	53.6%	55.4%
Percent of expenditures for instruction**	54.6%	Up from 53.3%	59.6%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.3%	Down from 99.8%	96.0%	96.0%
Character development program	Excellent	Up from Good	Good	Good
% of AYP objectives met	100.0%	Up from 53.8%	62.4%	69.2%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	40	71	10
Percent satisfied with learning environment	90.0%	84.1%	90.0%
Percent satisfied with social and physical environment	92.5%	89.2%	80.0%
Percent satisfied with school-home relations	55.0%	93.8%	90.0%

*Only students at the highest high school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Carvers Bay High School (CBHS) is a comprehensive high school located in rural Georgetown County, South Carolina. Our community consists of many single family households. The unemployment rate continues to increase and forces families in this area to move away to find employment. The school is in its fourth year of the Teacher Advancement Program (TAP) initiative and has improved the achievement gap for 2009-2010. Carvers Bay received the state Palmetto Gold Award for closing the achievement gap. The school's building construction and agricultural science programs are on the cutting edge by challenging our students with hands-on experience and providing them with life skills.

Carvers Bay High's challenge is to increase the number of students that meet readiness standards for postsecondary education, the workplace, and the military by adopting a culture of high expectations through a more rigorous curriculum.

Future goals include increasing the number of AP classes offered to our students, providing students with the opportunity to have more challenging academic classes, partnering with community civic organizations to provide opportunities for students to participate in service learning projects, as well as, developing a working plan where teachers will have collaborative planning time within the school and with the feeder middle school. We will continue to build a strong relationship with district and community in our commitment to improving student achievement.

Sincerely,
Richard Neal, Principal

Armtria Bromell
School Improvement Council Chair

Abbreviations Key
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

School overview including improvement plan and future goals

Climate evaluation results across teachers, students, parents

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Chicago (current version)

Tabs offer supplemental information regarding demographics; support/ resource programs; extracurriculars including arts and ports and fitness

Overall performance communicated as above average, average, or below average

CPS average performance offered as comparison

Student connection and parent engagement provide view of climate

At-a-glance | Overview | Scorecard

Scorecard

School Performance Rating

This school's performance rating is:

- ☐ Excellent Standing (Level 1)
- ☐ Good Standing (Level 2)
- ☑ Low Academic Standing (Level 3)

This school's status is:

- ☐ Not on Probation
- ☑ On Probation
- ☐ Not Applicable

This school's performance rating is based on the CPS Performance Policy. This school earned **34.9%** of the available points on the Performance Policy in the 2009-2010 school year, which places the school in Level 3.

School Performance Summary

Overall 2010 Performance	Improvement Over Time
Below Average	About the same as other CPS schools

School Performance Detail

Subject	% of students meeting or exceeding state standards in 2010	2010 Subject Performance	Improvement over time compared to other CPS schools
Reading	7.5%	Below Average	Below others
Math	1.7%	Below Average	Below others
Science	6.7%	Below Average	Above others

Student outcomes	CPS average	2008	2009	2010
Freshman Graduates within Five Years (data reported for 2008; 2009; 2010)	55.8%	35.3%	33.9%	41.3%
Graduates Enrolled in College (data reported for Class of 2009)	54.4%		45.5%	
Graduates Not Attending College who are Employed (data reported for the Class of 2008)	43.1%		34.1%	
One Year Dropout Rate	8.5%	25.7%	20.3%	10.1%

Academic progress	CPS average	2008	2009	2010
Meet/Exceed PSAE State standards	29.8%	4.3%	5.9%	5.3%
Students Exceeding PSAE State standards	3.6%	0%		
Average ACT score (Illinois avg. 20.5)	17.4	14.1	14.1	14.2
Students scoring 20 or higher on the ACT	24.8%	0.7%	2.8%	1.6%
Students making expected gains	50.7%	37.7%	35.8%	
Freshman On-Track to Graduate	69%	43.2%	60.8%	72.2%
Students Enrolled in Advanced Placement Classes	14.4%	2.6%	0%	3.9%
Students Scoring 3+ on Advanced Placement Exams	30.8%	3.1%		0%

Student connection	CPS average	2008	2009	2010
Average Daily Attendance Rate	82.6%	58.4%	69.7%	72.7%
Students Reporting Participation in Extracurricular Activities	56%	66.4%	38%	
Students Reporting Adequate or Excellent Levels of School Safety	82%	43.8%	62.3%	
Students Reporting Adequate or Excellent Levels of Academic Rigor at School	76%	70.5%	70%	
Students Reporting Adequate or Excellent Levels of Support from Teachers and Staff at School	79%	68.8%	82.4%	
Students Reporting Adequate or Excellent Levels of Social - Emotional Learning among Peers	71%	53.5%	66.4%	

Parent engagement	CPS average	2008	2009	2010
Parents Reporting Satisfaction with the School	89%	77%		
Parents Reporting Satisfaction with Opportunity for Involvement at the School	97%	95.8%		

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Chicago (prior version)

4 key categories and limited number of metrics within each

CPS rank contextualizes performance

3-year history of performance offers view of trends

Some metrics under construction

Paul Robeson High School
6835 South Normal Blvd. · Chicago, IL 60621 · (773) 535-3800

SCHOOL SCORECARD

Data reflects 9-12 enrollment.
Total Membership: 1,230
% ELL Membership: 0.0
% Special Education: 25.8

	Score	CPS Rank	Trends & Benchmarks
STUDENT OUTCOMES			
Freshman Graduating in Five Years	39%	54 of 58	32 (2003) 35 (2004) 39 (2005)
Graduates Enrolled in College or Post-Secondary Education	38%	36 of 62	–
Employment Success (Under construction, available Fall 2006)	–	–	–
ACADEMIC PROGRESS			
Average ACT	14.7	56 of 69	Illinois Average - 19.9
Students Making Expected Gains	38%	39 of 70	–
Meet/Exceed PSAE State Standards	8%	62 of 69	5 (2003) 7 (2004) 8 (2005)
Students Enrolled in Advanced Placement Classes	3%	46 of 52	–
Students Scoring 3+ on Advanced Placement Exams	0%	27 of 27	–
Freshman On-Track to Graduate	40%	65 of 70	42 (2003) 38 (2004) 40 (2005)
Made NCLB Adequate Yearly Progress	No	–	–
STUDENT CONNECTION			
Average Days Absent per Student	45.2	78 of 81	–
Participation in Extracurricular Activities (Under construction, available Fall 2006)	–	–	–
Safe and Respectful School Climate (Under construction, available Fall 2006)	–	–	–
High Expectations and Support (Under construction, available Fall 2006)	–	–	–
SCHOOL CHARACTERISTICS			
Highly Qualified Teachers	78%	61 of 76	–
Average Days Absent per Teacher (Under construction, available Fall 2006)	–	–	–
School Cleanliness (Under construction, available Fall 2006)	–	–	–

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Dallas

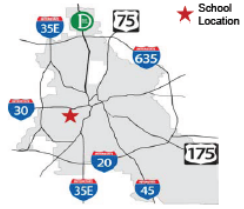
SUNSET HIGH SCHOOL

Dallas Independent School District

SCORECARD 2009-2010

SLN: 018

2120 W. Jefferson Blvd | Dallas, TX 75208 | (972) 502-1500 | Fax (972) 502-1501 | http://www.dallasisd.org/scorecards



Board of Trustees
Eric Cowan, District 7

2009-2010 Principal
Anthony Tovar

Learning Community
West Secondary

Grade Levels
9-12

Accountability Rating
Academically Acceptable

Overview

Sunset High School is a comprehensive high school that serves approximately 2,300 students in grades nine through 12. At Sunset High School, our mission is to enhance the learning climate by providing quality education for students. Qualified and quality teachers challenge students academically and serve their diverse needs. We continually improve the performance scores of students as measured by the state and the district. In addition, we continue to increase parental and community involvement in our school.

Sunset High School prides itself on having the highest growth rate in student learning among comprehensive high schools in the district, according to the School Effectiveness Indices Report for 2007-2008. This past school year, we set our goals even higher and, again, Sunset High School saw gains on TAKS tests for Reading/English language arts, math, and science, including an increase in the commended rate for all

Feeder schools	*Elementary Schools* Lida Hooe, Anson Jones, Louise Wolff Kahn, George Peabody, Rosemont Primary, Rosemont, Winnetka *Middle Schools* W.E. Greiner Exploratory Arts Academy, Raúl Quintanilla Sr. *High Schools* N/A
Student, School and Faculty awards	More than $7 million in scholarships offered to students, TAME Regents scholarships, The University of Texas Systems, RAE, recognized by The College Board for having the most students passing AP Spanish exams in the nation, Principal of the Year finalist, Community Liaison of the Year, Parent Educator of the Year, District 5A 100-meter hurdles state champion
After-school / Before-school programs	Tutoring, athletics, Kick-Off Mentoring Program, drill team, band (jazz), Reconnect, folklorico, twirling, flags, key club, FCA, youth Bible study Young Life, Future Teachers, LULAC, Co-op, SES No Child Left Behind student tutoring program, Education is Freedom consulting services, academic care camps by subject
External partnerships	Communities in Schools, LULAC, Mountain View College, South Texas Dental, Rep. Roberto Alonzo, Sylvana Alonzo, Walmart, CiCi's Pizza, Domino's Pizza, Pizza Patron, FAMSA, Irving League of Greater North Texas, Methodist Hospitals of Dallas, Parkland Health and Hospital Systems, Donald Blair, Jorge Lopez, Pablo Espana, Calvary Baptist Church, Baskin-Robbins, Elba Garcia, Fiesta Supermarkets, Jerry's Super Market, Dallas Police Department, Miguel Amante, Trinity Women's Center, Lowes, Home Depot
Extracurricular activities	Athletics, band, choir, theater, drama, ROTC, Bisonette drill team, cheerleading, mock trial, dance, University Interscholastic League academic competitions, AcDec, and debate team

Student Enrollment / Demographics	
Enrollment	2,374
Limited English Proficient students	23%
Students eligible for free/reduced lunch	76%
Special education students	8%
Hispanic	97%
African American	1%
White	1%
Other	1%

Opening page highlights school overview, enrollment and demographics, feeder schools, awards, programs, partnerships, extra-curriculars

SUNSET HIGH SCHOOL

Dallas Independent School District

SCORECARD 2009-2010

			3-YEAR TREND (Oldest → Current)			2010 GOAL	HS RANK	3-YEAR TREND (Oldest → Current)			2010 GOAL	HS RANK
STUDENT ACHIEVEMENT												
		TAKS - Students who met Minimum Standard						TAKS - Commended Performance				
TAKS	Reading / ELA	82.0%	86.6%	88.4%	90%	★★★☆		9.1%	11.9%	10.7%	50%	★★☆☆
	Mathematics	57.0%	65.5%	70.7%	90%	★★☆☆		8.2%	12.9%	10.4%	50%	★★☆☆
	Science	62.0%	68.3%	80.2%	90%	★★★☆		4.2%	7.2%	8.6%	50%	★★☆☆
	Social Studies	91.0%	91.0%	94.5%	90%	★★☆☆		20.7%	28.3%	36.7%	50%	★★☆☆
AP	Students who took an Advanced Placement (AP) test**							32.0%	27.4%	23.2%	50%	★★☆☆
	Test takers scoring 3, 4, or 5 on at least one AP test**							39.0%	17.5%	27.4%	50%	★★★☆
SAT/ACT	Average Score** SAT = 825 ACT = 16	Graduates who have taken either SAT or ACT**						46.0%	46.5%	44.6%	70%	★☆☆☆
		Examinees with college-ready SAT/ACT score**						3.0%	6.0%	4.4%	50%	★★★☆
Graduates enrolled in post-secondary education*								36.0%	37.0%	39.0%	-	★★☆☆
Students completing at least one TEA advanced or dual enrollment course**								20.0%	12.7%	12.7%	35%	★☆☆☆
Percent of district's advanced curriculum offered								45.7%	52.9%	59.4%	-	★★★★★
ON TRACK / GRADUATION												
Students who graduate in four years*								55.0%	63.1%	63.9%	95%	★★☆☆
Students present at least 90% of the time								75.0%	73.3%	66.9%	-	
Freshmen on track for graduation								60.0%	75.0%	74.6%	-	
STUDENT GROWTH												
Students who made expected gains on TAKS Reading								78.0%	74.0%	n/a	-	
Students who made expected gains on TAKS Mathematics								60.0%	63.7%	n/a	-	
School Effectiveness Index (SEI - average score is 50)								60.0	51.0	47.0	-	
TEACHERS												
Average teacher attendance rate								92.0%	92.5%	92.7%	-	
Teachers retained from previous year								86.0%	81.9%	87.2%	-	★★

LEARNING ENVIRONMENT

	Parents who completed survey = 613 out of 2374 = 26%	*Agree*	*Not Sure*	*Disagree*
PARENTS	Parents are satisfied with the quality of education	70.3%	24.5%	5.3%
	Parents believe the school has a welcoming environment	59.9%	29.6%	10.5%
	Parents are satisfied with the school facilities and cleanliness	39.0%	37.7%	23.4%
	The school informs parents about their child's grades and learning progress throughout the year	72.7%	19.7%	7.6%
	The school responds to concerns in a timely manner	35.7%	45.8%	18.5%
	Students who completed survey = 687 out of 2374 = 29%	*Often*	*Sometimes*	*Never*
STUDENTS	Students feel safe when on campus	50.2%	41.7%	8.1%
	Students are given homework from their teachers	32.0%	57.5%	10.5%
	Students feel challenged with coursework	31.6%	58.0%	10.4%
	Students believe courses are relevant to their future	53.2%	39.1%	7.8%
	Students are encouraged to use what they learn in everyday life	42.2%	48.8%	9.0%
	Students participate in sports or athletics	28.6%	30.9%	40.5%
	Students participate in arts, music, clubs, or student council	24.7%	25.9%	49.3%

Note: All data is based on the 09-10 school year except where indicated below
* Most recent data is from 08-09 school year | ** Most recent data is from 07-08 school year
n/a - Data not available for that school year

★☆☆☆ Bottom 25% of Dallas ISD High Schools | ★★★★ Top 25% of Dallas ISD High Schools

Uses stars to put schools into quartiles for each metric

Climate survey responses offered by parents and students

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Denver

Accreditation given based on growth, student achievement, post-secondary readiness growth and status, student engagement, re-enrollment, and parent satisfaction

School Performance Framework 2010 Stoplight Summary Scorecard

Manual High School

Region: Secondary High Schools 1

Enrollment:	303
%FRL:	84.5%
%Minority Combined:	94.1%
%ELL:	21.8%
%SPED:	18.5%

Accredited On Watch

	Earned Points	Possible Points	% of Points Earned	Stoplight
High School Level				
1.Student Progress Over Time–Growth	50	84	60%	Meets
2.Student Achievement Level–Status	15	40	38%	Approaching
3.Post-Secondary Readiness Growth	0	6	0%	Does Not Meet
4.Post-Secondary Readiness Status	14	31	45%	Approaching
5.Student Engagement	2	6	33%	Does Not Meet
*5.3 Center-Based Program Offerings	1	0		1 Point
*5.4 Engagement Centers		0		
**6.Re-Enrollment	1	2	50%	Approaching
7.Parent Satisfaction	1	6	17%	Does Not Meet
Overall School Performance:	**84**	**175**	**48%**	**Accredited On Watch**

Indicator Cut-Off Points

80% – 100% = Blue (Exceeds Standard)
51% – 79% = Green (Meets Standard)
34% – 50% = Yellow (Approaching Standard)
0% – 33% = Red (Does Not Meet Standard)

SPF Rating Cut-Off Points

80% – 100% = Blue (Distinguished)
51% – 79% = Green (Meets Expectations)
40% – 50% = Yellow (Accredited On Watch)
34% – 39% = Orange (Accredited On Priority Watch)
0% – 33% = Red (Accredited On Probation)

*Included in the overall framework score, but not in the indicator score.

**Because this indicator has only one measure, the stoplight is based on Earned Points and not % of Points Earned.

Pg. 1 of 1

Detailed information for each scoring category – points earned and possible reported

School Performance Framework 2010 Stoplight Detail Scorecard

Manual High School

High School Level

Region: Secondary High Schools 1

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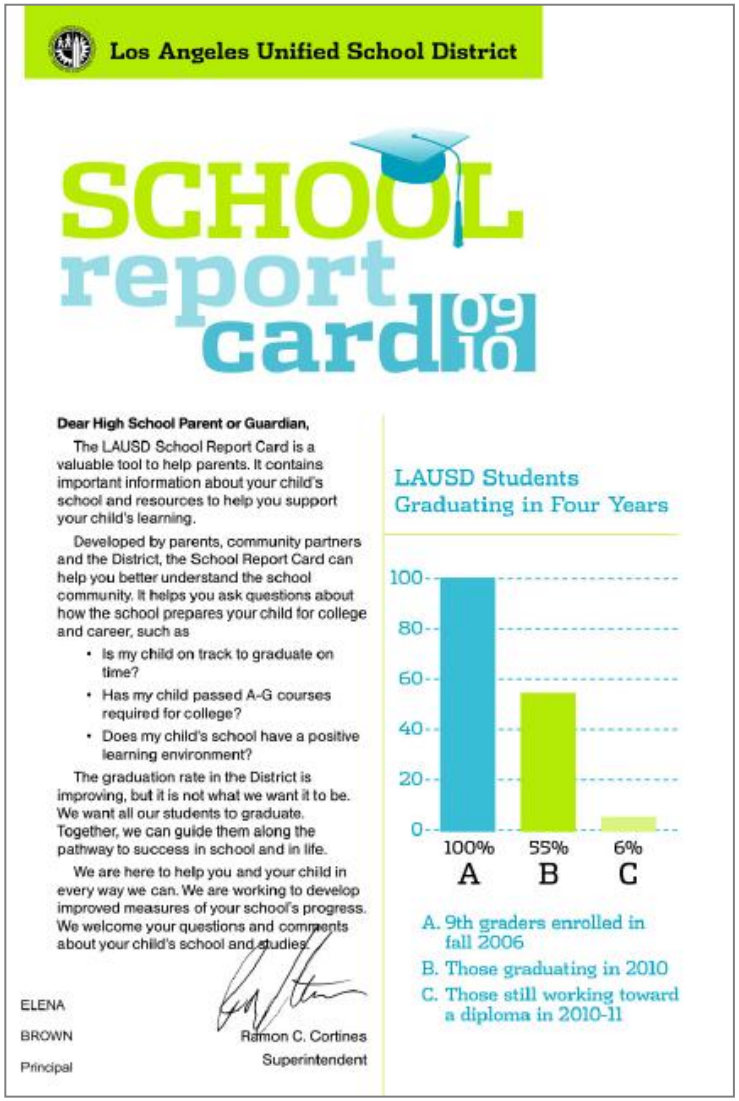
Los Angeles (1 of 2)



Los Angeles Unified School District

SCHOOL report card 09 10

Dear High School Parent or Guardian,

The LAUSD School Report Card is a valuable tool to help parents. It contains important information about your child's school and resources to help you support your child's learning.

Developed by parents, community partners and the District, the School Report Card can help you better understand the school community. It helps you ask questions about how the school prepares your child for college and career, such as

- Is my child on track to graduate on time?
- Has my child passed A-G courses required for college?
- Does my child's school have a positive learning environment?

The graduation rate in the District is improving, but it is not what we want it to be. We want all our students to graduate. Together, we can guide them along the pathway to success in school and in life.

We are here to help you and your child in every way we can. We are working to develop improved measures of your school's progress. We welcome your questions and comments about your child's school and studies.

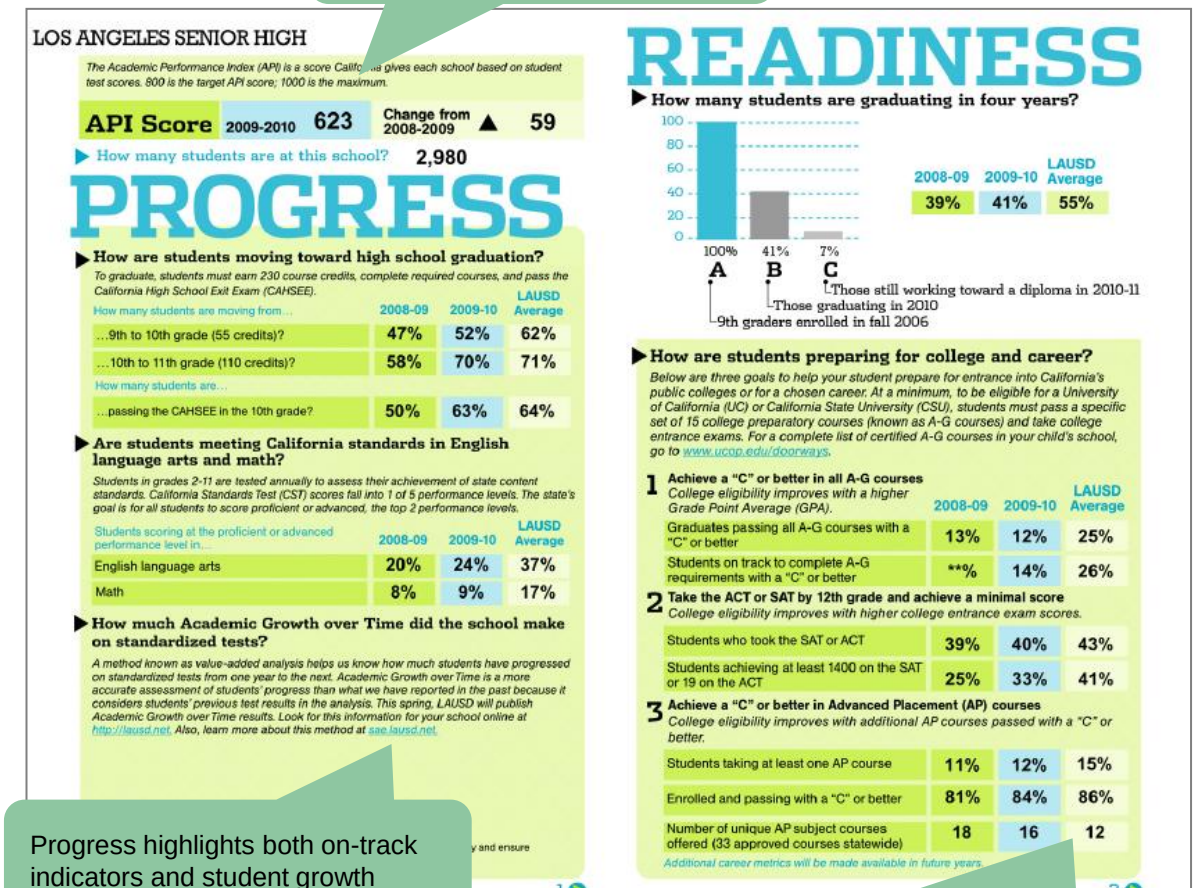
ELENA BROWN
Principal

Ramon C. Cortines
Superintendent

LAUSD Students Graduating in Four Years

A. 9th graders enrolled in fall 2006
B. Those graduating in 2010
C. Those still working toward a diploma in 2010-11

All CA schools receive an API score based on test performance



LOS ANGELES SENIOR HIGH

The Academic Performance Index (API) is a score California gives each school based on student test scores. 800 is the target API score; 1000 is the maximum.

API Score 2009-2010 **623** Change from 2008-2009 ▲ **59**

How many students are at this school? **2,980**

PROGRESS

How are students moving toward high school graduation?

To graduate, students must earn 230 course credits, complete required courses, and pass the California High School Exit Exam (CAHSEE).

How many students are moving from…	2008-09	2009-10	LAUSD Average
…9th to 10th grade (55 credits)?	47%	52%	62%
…10th to 11th grade (110 credits)?	58%	70%	71%
How many students are…			
…passing the CAHSEE in the 10th grade?	50%	63%	64%

Are students meeting California standards in English language arts and math?

Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.

Students scoring at the proficient or advanced performance level in…	2008-09	2009-10	LAUSD Average
English language arts	20%	24%	37%
Math	8%	9%	17%

How much Academic Growth over Time did the school make on standardized tests?

A method known as value-added analysis helps us know how much students have progressed on standardized tests from one year to the next. Academic Growth over Time is a more accurate assessment of students' progress than what we have reported in the past because it considers students' previous test results in the analysis. This spring, LAUSD will publish Academic Growth over Time results. Look for this information for your school online at http://lausd.net. Also, learn more about this method at sae.lausd.net.

READINESS

How many students are graduating in four years?

	2008-09	2009-10	LAUSD Average
	39%	41%	55%

Those still working toward a diploma in 2010-11
Those graduating in 2010
9th graders enrolled in fall 2006

How are students preparing for college and career?

Below are three goals to help your student prepare for entrance into California's public colleges or for a chosen career. At a minimum, to be eligible for a University of California (UC) or California State University (CSU), students must pass a specific set of 15 college preparatory courses (known as A-G courses) and take college entrance exams. For a complete list of certified A-G courses in your child's school, go to www.ucop.edu/doorways.

	2008-09	2009-10	LAUSD Average
1 Achieve a "C" or better in all A-G courses *College eligibility improves with a higher Grade Point Average (GPA).*			
Graduates passing all A-G courses with a "C" or better	13%	12%	25%
Students on track to complete A-G requirements with a "C" or better	**%	14%	26%
2 Take the ACT or SAT by 12th grade and achieve a minimal score *College eligibility improves with higher college entrance exam scores.*			
Students who took the SAT or ACT	39%	40%	43%
Students achieving at least 1400 on the SAT or 19 on the ACT	25%	33%	41%
3 Achieve a "C" or better in Advanced Placement (AP) courses *College eligibility improves with additional AP courses passed with a "C" or better.*			
Students taking at least one AP course	11%	12%	15%
Enrolled and passing with a "C" or better	81%	84%	86%
Number of unique AP subject courses offered (33 approved courses statewide)	18	16	12

Additional career metrics will be made available in future years.

Progress highlights both on-track indicators and student growth

Readiness report college & career readiness based on course completion, ACT/SAT performance, and AP enrollment and performance

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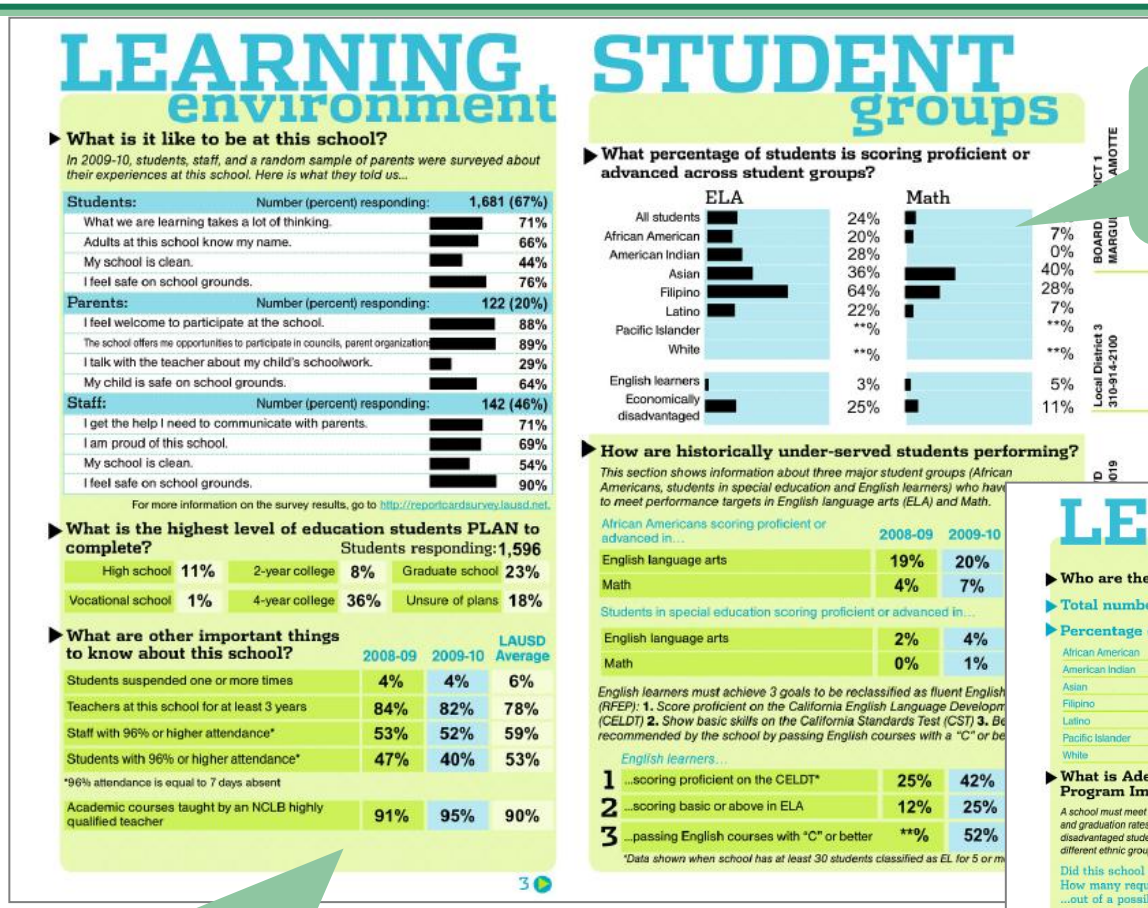
Los Angeles (2 of 2)



LEARNING environment

What is it like to be at this school?

In 2009-10, students, staff, and a random sample of parents were surveyed about their experiences at this school. Here is what they told us...

	Number (percent) responding:	1,681 (67%)
Students:		
What we are learning takes a lot of thinking.		71%
Adults at this school know my name.		66%
My school is clean.		44%
I feel safe on school grounds.		76%
Parents:	**Number (percent) responding:**	**122 (20%)**
I feel welcome to participate at the school.		88%
The school offers me opportunities to participate in councils, parent organization		89%
I talk with the teacher about my child's schoolwork.		29%
My child is safe on school grounds.		64%
Staff:	**Number (percent) responding:**	**142 (46%)**
I get the help I need to communicate with parents.		71%
I am proud of this school.		69%
My school is clean.		54%
I feel safe on school grounds.		90%

For more information on the survey results, go to http://reportcardsurvey.lausd.net.

What is the highest level of education students PLAN to complete? Students responding: 1,596

High school	11%	2-year college	8%	Graduate school	23%
Vocational school	1%	4-year college	36%	Unsure of plans	18%

What are other important things to know about this school?

	2008-09	2009-10	LAUSD Average
Students suspended one or more times	4%	4%	6%
Teachers at this school for at least 3 years	84%	82%	78%
Staff with 96% or higher attendance*	53%	52%	59%
Students with 96% or higher attendance*	47%	40%	53%
*96% attendance is equal to 7 days absent			
Academic courses taught by an NCLB highly qualified teacher	91%	95%	90%

3

STUDENT groups

What percentage of students is scoring proficient or advanced across student groups?

	ELA	Math
All students	24%	7%
African American	20%	0%
American Indian	28%	40%
Asian	36%	28%
Filipino	64%	7%
Latino	22%	**%
Pacific Islander	**%	**%
White	**%	
English learners	3%	5%
Economically disadvantaged	25%	11%

How are historically under-served students performing?

This section shows information about three major student groups (African Americans, students in special education and English learners) who have to meet performance targets in English language arts (ELA) and Math.

African Americans scoring proficient or advanced in...	2008-09	2009-10
English language arts	19%	20%
Math	4%	7%

Students in special education scoring proficient or advanced in...		
English language arts	2%	4%
Math	0%	1%

English learners must achieve 3 goals to be reclassified as fluent English (RFEP): 1. Score proficient on the California English Language Development (CELDT) 2. Show basic skills on the California Standards Test (CST) 3. Be recommended by the school by passing English courses with a "C" or be

English learners...		
1 ...scoring proficient on the CELDT*	25%	42%
2 ...scoring basic or above in ELA	12%	25%
3 ...passing English courses with "C" or better	**%	52%

*Data shown when school has at least 30 students classified as EL for 5 or m

LEARN more

Who are the students at this school?

Total number of students enrolled: 2,980

Percentage of students enrolled who are...

African American	10%	Gifted and talented	7%
American Indian	0%	Students with disabilities	12%
Asian	10%	English learners	32%
Filipino	2%	Reclassified fluent English proficient	41%
Latino	77%	Economically disadvantaged	75%
Pacific Islander	0%	Students entering and leaving	36%
White	1%		

What is Adequate Yearly Progress (AYP) and Program Improvement (PI) Status?

A school must meet targets under No Child Left Behind (NCLB) on standardized tests and graduation rates for all students and for certain groups (economically disadvantaged students, students with disabilities, English learners, and students in different ethnic groups).

Did this school meet AYP requirements? No

How many requirements did the school meet? 10

...out of a possible 18

*A Title I school is in **Program Improvement (PI)** status when it does not meet AYP requirements two years in a row. When this happens, an intervention plan is designed to help the school meet its requirements. Parents are notified when a school enters PI status. You may view a copy of your school's plan at your school.*

What was the school's PI status as of November 1, 2010? Year 5

How are students performing in magnet centers and/or small learning communities (SLC)?

Magnet Center and/or SLC	Students scoring proficient or advanced in... ELA	Math
LA MATH/SCI MAG	48%	28%
LASH-COLLEGE GATEWAY	20%	7%
LASH-COMM/MED/TECH	7%	

5

GET involved

What you can do as a parent...

As a parent, you play a critical role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

The principal of this school: ELENA BROWN

The school phone number: 323-900-2700

The parent center phone number: 323-900-2700

www.lausd.k12.ca.us/Los_Angeles_HS/

Get more involved...

The LAUSD Parent Community Services Branch can help you get connected to a variety of resources designed to help you get involved.

LAUSD Parent Community Services Branch
(866) 669-7272
www.lausd.net/parent-services

What you can do as a parent of an English learner...

If you have further questions regarding an English learner, or would like information on how you can get involved, contact the Language Acquisition Branch.

Language Acquisition Branch
(213) 241-5582
www.lausd.net › offices › Language Acquisition Branch

What you can do as a parent of a student in special education...

If you have further questions regarding a student in special education, or would like information on how you can get involved, contact the Division of Special Education.

Division of Special Education
(213) 241-6701
http://sped.lausd.net

To access data on your student's progress...

Contact your school to find out how to get access to the Integrated Student Information System (ISIS) Family Module. You may access the tool at...

http://family.lausd.net

6

'Student groups' provides demographic breakdowns of performance, especially 'historically underserved students'

'Learn more' offers enrollment and demographic information and AYP status

'Learning environment' includes both survey response rates from students, parents, &staff, and student suspensions and attendance and teacher experience and attendance

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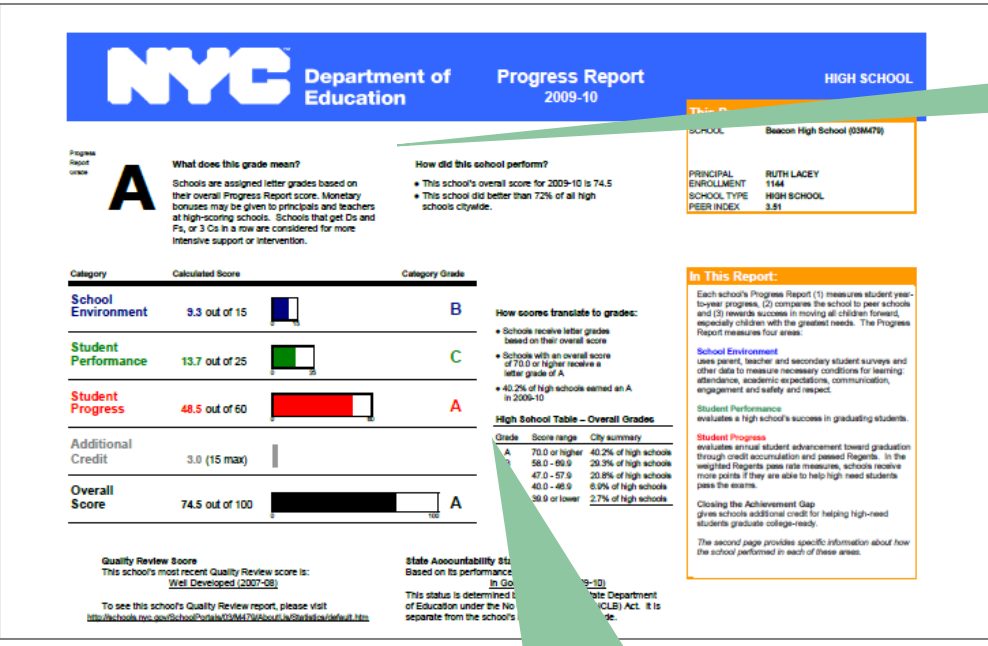
NYC (1 of 2)



NYC Department of Education

Progress Report 2009-10

HIGH SCHOOL

SCHOOL: Beacon High School (03M479)

PRINCIPAL: RUTH LACEY
ENROLLMENT: 1144
SCHOOL TYPE: HIGH SCHOOL
PEER INDEX: 3.51

Progress Report Grade: **A**

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row are considered for more intensive support or intervention.

How did this school perform?

- This school's overall score for 2009-10 is 74.5
- This school did better than 72% of all high schools citywide.

Category	Calculated Score	Category Grade
School Environment	9.3 out of 15	B
Student Performance	13.7 out of 25	C
Student Progress	48.5 out of 60	A
Additional Credit	3.0 (15 max)	
Overall Score	74.5 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score of 70.0 or higher receive a letter grade of A
- 40.2% of high schools earned an A in 2009-10

High School Table – Overall Grades

Grade	Score range	City summary
A	70.0 or higher	40.2% of high schools
B	58.0 - 69.9	29.3% of high schools
C	47.0 - 57.9	20.8% of high schools
D	40.0 - 46.9	6.9% of high schools
F	39.9 or lower	2.7% of high schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance evaluates a high school's success in graduating students.

Student Progress evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap gives schools additional credit for helping high-need students graduate college-ready.

The second page provides specific information about how the school performed in each of these areas.

Quality Review Score
This school's most recent Quality Review score is:
Well Developed (2007-08)

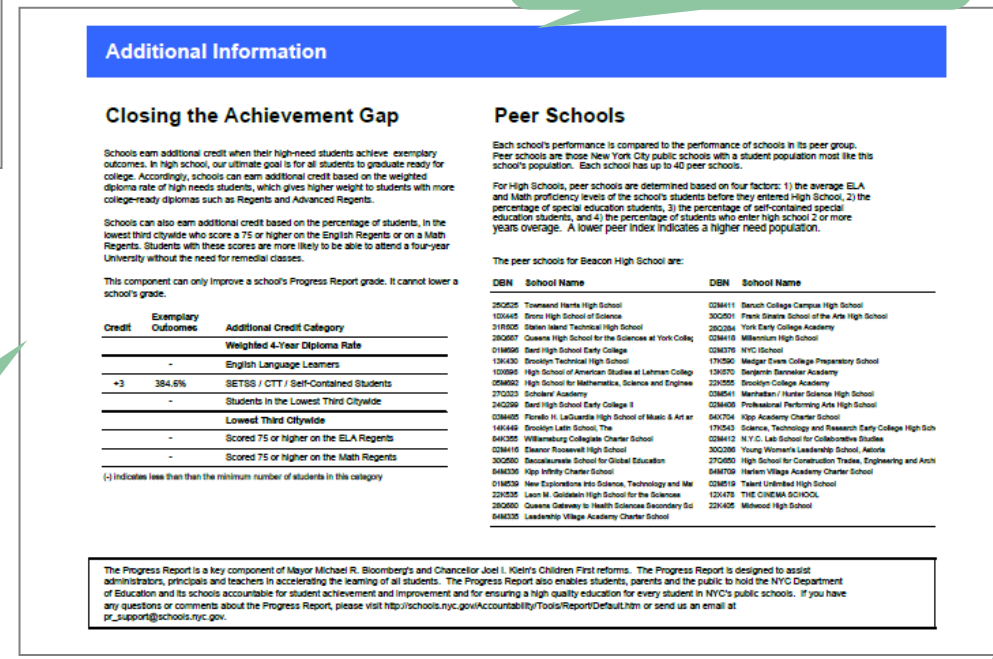
To see this school's Quality Review report, please visit http://schools.nyc.gov/SchoolPortals/03M479/AboutUs/Default.htm

State Accountability Status
Based on its performance in Good Standing (2009-10)

This status is determined by the New York State Department of Education under the No Child Left Behind Act (NCLB) Act. It is separate from the school's grade.

Grade displayed prominently and explained

Identifies "peer schools" due to similarity in student population



Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students achieve exemplary outcomes. In high school, our ultimate goal is for all students to graduate ready for college. Accordingly, schools can earn additional credit based on the weighted diploma rate of high needs students, which gives higher weight to students with more college-ready diplomas such as Regents and Advanced Regents.

Schools can also earn additional credit based on the percentage of students, in the lowest third citywide who score a 75 or higher on the English Regents or on a Math Regents. Students with these scores are more likely to be able to attend a four-year University without the need for remedial classes.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Outcomes	Additional Credit Category
		Weighted 4-Year Diploma Rate
	-	English Language Learners
+3	384.6%	SETSS / CTT / Self-Contained Students
	-	Students in the Lowest Third Citywide
		Lowest Third Citywide
	-	Scored 75 or higher on the ELA Regents
	-	Scored 75 or higher on the Math Regents

(-) Indicates less than than the minimum number of students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on four factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, 3) the percentage of self-contained special education students, and 4) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

The peer schools for Beacon High School are:

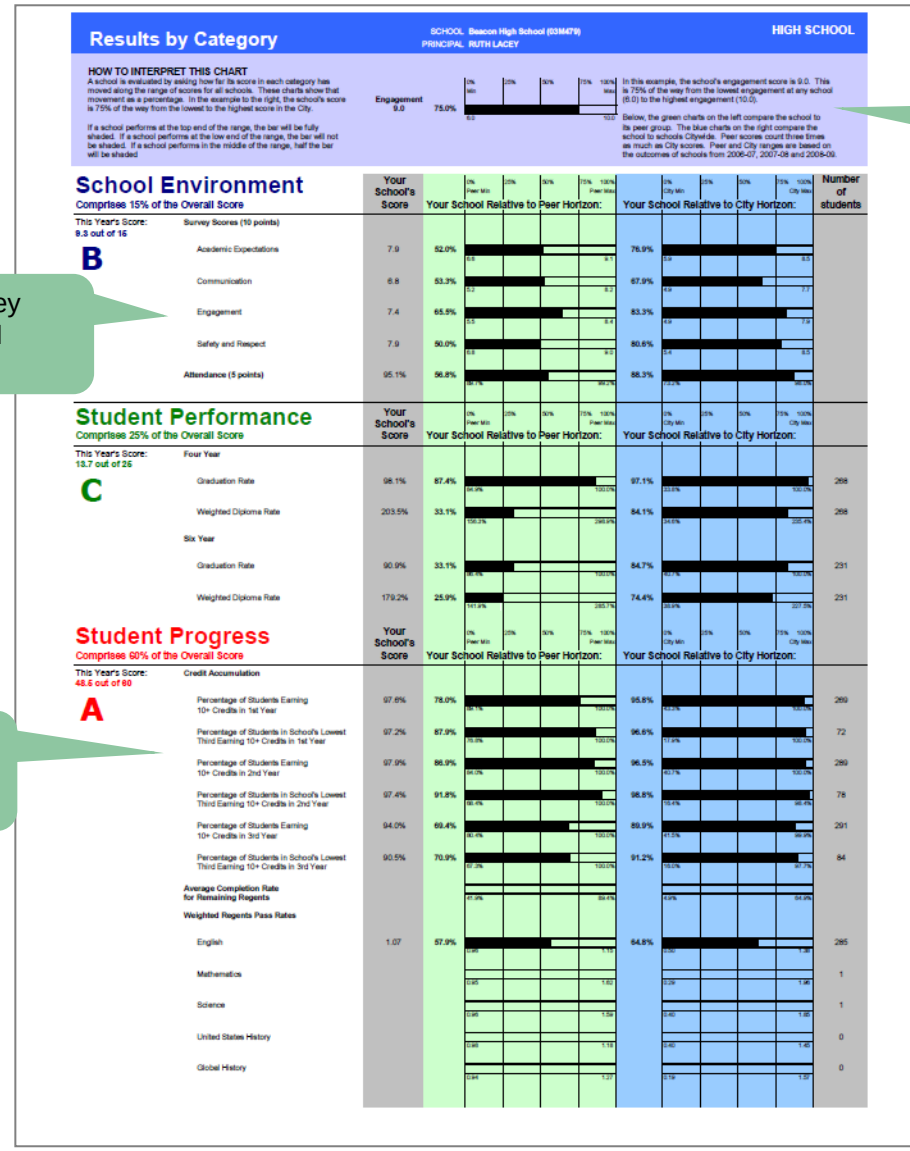
DBN	School Name	DBN	School Name
25Q525	Townsend Harris High School	02M411	Baruch College Campus High School
10X445	Bronx High School of Science	30Q501	Frank Sinatra School of the Arts High School
31R605	Staten Island Technical High School	28Q284	York Early College Academy
28Q687	Queens High School for the Sciences at York Colleg	02M418	Millennium High School
01M696	Bard High School Early College	02M376	NYC iSchool
13K430	Brooklyn Technical High School	17K590	Medgar Evers College Preparatory School
10X696	High School of American Studies at Lehman Colleg	13K670	Benjamin Banneker Academy
05M692	High School for Mathematics, Science and Enginee	22K555	Brooklyn College Academy
27Q323	Scholars' Academy	03M541	Manhattan / Hunter Science High School
24Q299	Bard High School Early College II	02M405	Professional Performing Arts High School
02M485	Fiorello H. LaGuardia High School of Music & Art ar	84X704	Kipp Academy Charter School
14K449	Brooklyn Latin School, The	17K543	Science, Technology and Research Early College High Sch
84K355	Williamsburg Collegiate Charter School	02M412	N.Y.C. Lab School for Collaborative Studies
02M416	Eleanor Roosevelt High School	30Q286	Young Women's Leadership School, Astoria
30Q580	Baccalaureate School for Global Education	27Q650	High School for Construction Trades, Engineering and Archi
84M336	Kipp Infinity Charter School	04M709	Harlem Village Academy Charter School
01M539	New Explorations into Science, Technology and Mat	02M619	Talent Unlimited High School
22K535	Leon M. Goldstein High School for the Sciences	12X478	THE CINEMA SCHOOL
28Q680	Queens Gateway to Health Sciences Secondary Sci	22K405	Midwood High School
84M335	Leadership Village Academy Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/Tools/Report/Default.htm or send us an email at pr_support@schools.nyc.gov.

Category grades assigned for school environment, student performance, and student progress

Scoring formula gives schools credit for "exemplary gains" among high-need students

NYC (2 of 2)



Results by Category

SCHOOL Beacon High School (03M479)
PRINCIPAL RUTH LACEY

HIGH SCHOOL

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded

Engagement 9.0 75.0%

In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2006-07, 2007-08 and 2008-09.

School Environment
Comprises 15% of the Overall Score

This Year's Score: 9.3 out of 15
B

Survey Scores (10 points)
Academic Expectations — 7.9 — 52.0% — 76.9%
Communication — 6.8 — 53.3% — 67.9%
Engagement — 7.4 — 65.5% — 83.3%
Safety and Respect — 7.9 — 50.0% — 80.6%
Attendance (5 points) — 95.1% — 56.8% — 88.3%

Student Performance
Comprises 25% of the Overall Score

This Year's Score: 13.7 out of 25
C

Four Year
Graduation Rate — 98.1% — 87.4% — 97.1% — 268
Weighted Diploma Rate — 203.5% — 33.1% — 84.1% — 268
Six Year
Graduation Rate — 90.9% — 33.1% — 84.7% — 231
Weighted Diploma Rate — 179.2% — 25.9% — 74.4% — 231

Student Progress
Comprises 60% of the Overall Score

This Year's Score: 48.5 out of 60
A

Credit Accumulation
Percentage of Students Earning 10+ Credits in 1st Year — 97.6% — 78.0% — 95.8% — 269
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year — 97.2% — 87.9% — 96.6% — 72
Percentage of Students Earning 10+ Credits in 2nd Year — 97.9% — 86.9% — 96.5% — 289
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year — 97.4% — 91.8% — 98.8% — 78
Percentage of Students Earning 10+ Credits in 3rd Year — 94.0% — 69.4% — 89.9% — 291
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year — 90.5% — 70.9% — 91.2% — 84
Average Completion Rate for Remaining Regents
Weighted Regents Pass Rates
English — 1.07 — 57.9% — 84.8% — 285
Mathematics — 1 — 1
Science — 1 — 1
United States History — 0 — 0
Global History — 0 — 0

Offers instructions to reader

Uses summary survey scores to rate school environment

Student progress includes view of 'lowest third'

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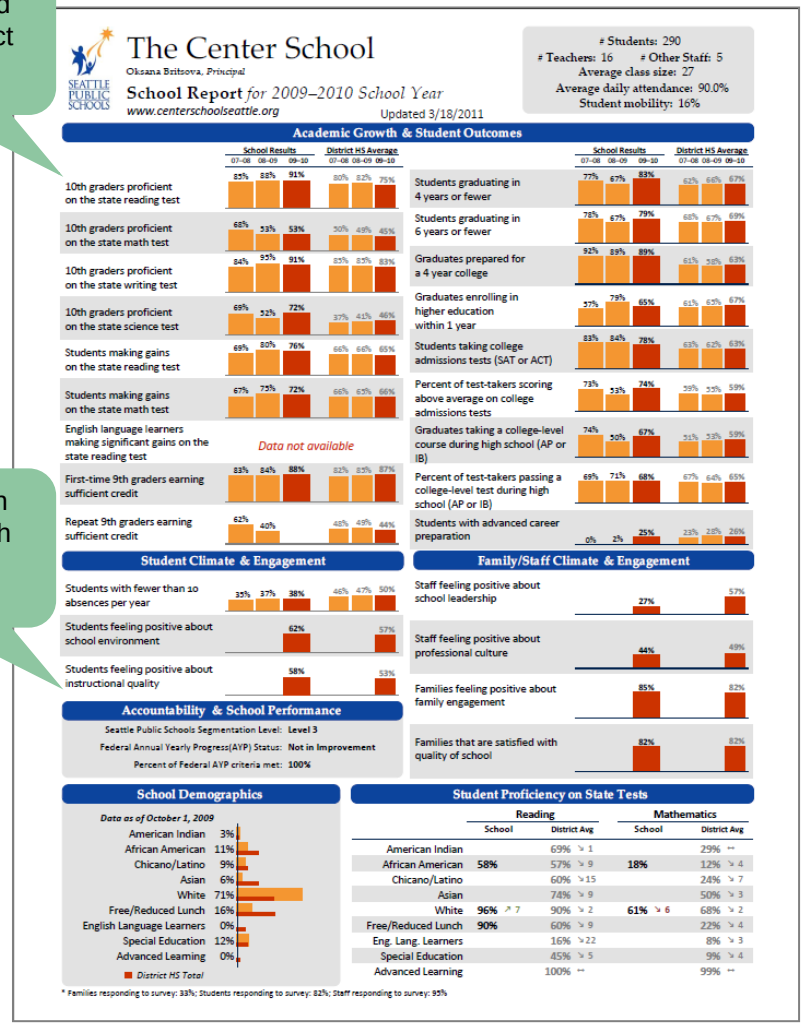
Seattle

Displays data using graphs and also offers district average performance

Provides view on climate from both students and family/ staff

2nd page highlights school mission, goals, description and plans to achieve goals, annual budget, and district mission statement



The Center School

Oksana Britsova, *Principal*

School Report *for 2009–2010 School Year*

www.centerschoolseattle.org

Updated 3/18/2011

Students: 290
Teachers: 16 # Other Staff: 5
Average class size: 27
Average daily attendance: 90.0%
Student mobility: 16%

Academic Growth & Student Outcomes

	School Results 07–08	08–09	09–10	District HS Average 07–08	08–09	09–10
10th graders proficient on the state reading test	85%	88%	91%	80%	82%	79%
10th graders proficient on the state math test	68%	53%	53%	50%	49%	45%
10th graders proficient on the state writing test	84%	95%	91%	85%	85%	83%
10th graders proficient on the state science test	69%	52%	72%	37%	41%	46%
Students making gains on the state reading test	69%	80%	76%	66%	66%	65%
Students making gains on the state math test	67%	75%	72%	66%	65%	66%
English language learners making significant gains on the state reading test	Data not available					
First-time 9th graders earning sufficient credit	83%	84%	88%	82%	85%	87%
Repeat 9th graders earning sufficient credit	62%	40%		48%	49%	44%

	School Results 07–08	08–09	09–10	District HS Average 07–08	08–09	09–10
Students graduating in 4 years or fewer	77%	67%	83%	62%	66%	67%
Students graduating in 6 years or fewer	78%	67%	79%	68%	67%	69%
Graduates prepared for a 4 year college	92%	89%	89%	61%	58%	63%
Graduates enrolling in higher education within 1 year	57%	79%	65%	61%	65%	67%
Students taking college admissions tests (SAT or ACT)	83%	84%	78%	63%	62%	63%
Percent of test-takers scoring above average on college admissions tests	73%	53%	74%	59%	55%	59%
Graduates taking a college-level course during high school (AP or IB)	74%	50%	67%	51%	53%	59%
Percent of test-takers passing a college-level test during high school (AP or IB)	69%	71%	68%	67%	64%	65%
Students with advanced career preparation	0%	2%	25%	23%	28%	26%

Student Climate & Engagement

Students with fewer than 10 absences per year	35%	37%	38%	46%	47%	50%
Students feeling positive about school environment		62%				57%
Students feeling positive about instructional quality		58%				53%

Family/Staff Climate & Engagement

Staff feeling positive about school leadership	27%	57%
Staff feeling positive about professional culture	44%	49%
Families feeling positive about family engagement	85%	82%
Families that are satisfied with quality of school	82%	82%

Accountability & School Performance

Seattle Public Schools Segmentation Level: **Level 3**

Federal Annual Yearly Progress(AYP) Status: **Not in Improvement**

Percent of Federal AYP criteria met: **100%**

School Demographics

Data as of October 1, 2009

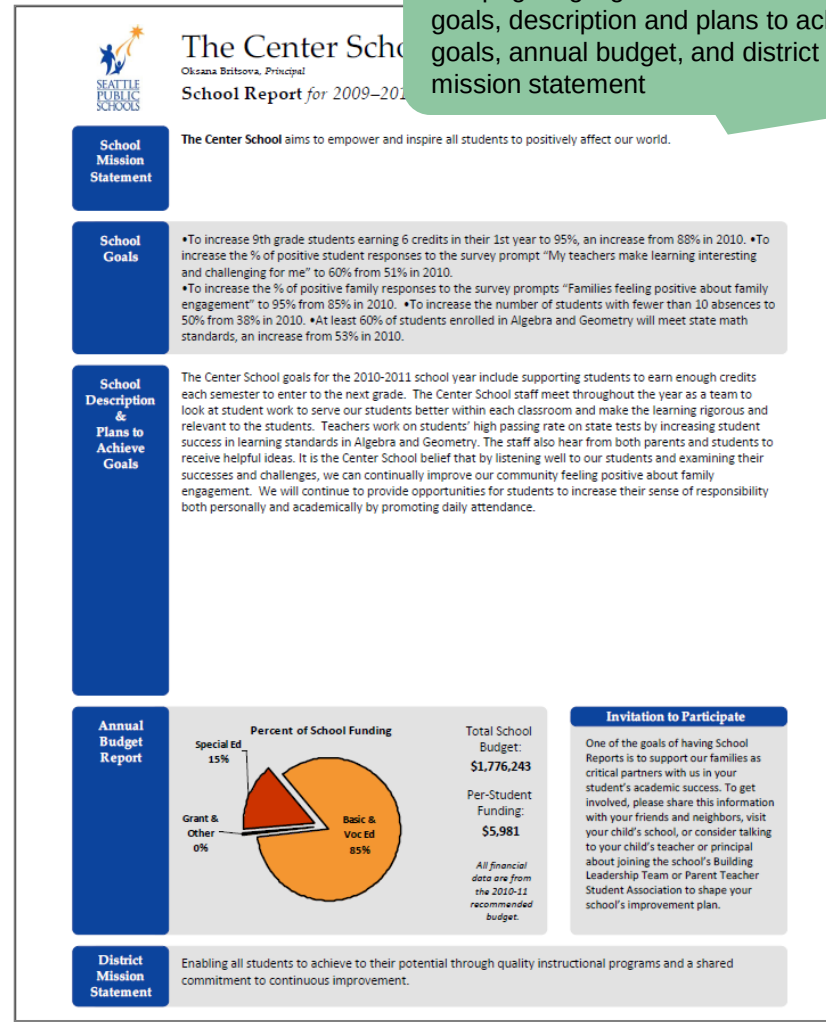
American Indian	3%
African American	11%
Chicano/Latino	9%
Asian	6%
White	71%
Free/Reduced Lunch	16%
English Language Learners	0%
Special Education	12%
Advanced Learning	0%

District HS Total

Student Proficiency on State Tests

	Reading School	Reading District Avg	Mathematics School	Mathematics District Avg
American Indian		69% ↘ 1		29% ↔
African American	58%	57% ↘ 9	18%	12% ↘ 4
Chicano/Latino		60% ↘ 15		24% ↘ 7
Asian		74% ↘ 9		50% ↘ 3
White	96% ↗ 7	90% ↘ 2	61% ↘ 6	68% ↘ 2
Free/Reduced Lunch	90%	60% ↘ 9		22% ↘ 4
Eng. Lang. Learners		16% ↘ 22		8% ↘ 3
Special Education		45% ↘ 5		9% ↘ 4
Advanced Learning		100% ↔		99% ↔

* Families responding to survey: 33%; Students responding to survey: 82%; Staff responding to survey: 95%



The Center Sch

Oksana Britsova, *Principal*

School Report *for 2009–201*

School Mission Statement

The Center School aims to empower and inspire all students to positively affect our world.

School Goals

•To increase 9th grade students earning 6 credits in their 1st year to 95%, an increase from 88% in 2010. •To increase the % of positive student responses to the survey prompt "My teachers make learning interesting and challenging for me" to 60% from 51% in 2010.
•To increase the % of positive family responses to the survey prompts "Families feeling positive about family engagement" to 95% from 85% in 2010. •To increase the number of students with fewer than 10 absences to 50% from 38% in 2010. •At least 60% of students enrolled in Algebra and Geometry will meet state math standards, an increase from 53% in 2010.

School Description & Plans to Achieve Goals

The Center School goals for the 2010-2011 school year include supporting students to earn enough credits each semester to enter to the next grade. The Center School staff meet throughout the year as a team to look at student work to serve our students better within each classroom and make the learning rigorous and relevant to the students. Teachers work on students' high passing rate on state tests by increasing student success in learning standards in Algebra and Geometry. The staff also hear from both parents and students to receive helpful ideas. It is the Center School belief that by listening well to our students and examining their successes and challenges, we can continually improve our community feeling positive about family engagement. We will continue to provide opportunities for students to increase their sense of responsibility both personally and academically by promoting daily attendance.

Annual Budget Report

Percent of School Funding

Special Ed 15%

Grant & Other 0%

Basic & Voc Ed 85%

Total School Budget: **$1,776,243**

Per-Student Funding: **$5,981**

All financial data are from the 2010-11 recommended budget.

Invitation to Participate

One of the goals of having School Reports is to support our families as critical partners with us in your student's academic success. To get involved, please share this information with your friends and neighbors, visit your child's school, or consider talking to your child's teacher or principal about joining the school's Building Leadership Team or Parent Teacher Student Association to shape your school's improvement plan.

District Mission Statement

Enabling all students to achieve to their potential through quality instructional programs and a shared commitment to continuous improvement.

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